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THE EFFECTS OF THE 1970 SCHOOL FOUNDATION PROGRAM

ON THE OPERATION OF ALBERTA SCHOOL SYSTEMS

by



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The undersigned certify that they have read, and
recommend to the Faculty of Graduate Studies for acceptance,
a thesis entitled "The Effects of the 1970 School Foundation
Program on the Operation of Alberta School Systems,"
submitted by Harvey Allen Pike in partial fulfilment of the
requirements for the degree of Master of Education.

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ABSTRACT

The main problem of this thesis was to conduct an analysis of the effects of the 1970 School Foundation Program on the operation of school systems in Alberta. Sources of data included: (1) a questionnaire to test personal opinions about the 1970 Foundation Program was sent to superintendents and secretary-treasurers of the thirty-four systems used in the sample; and (2) financial data from the records of the Department of Education for the years 1967, 1968 and 1969 on the 1961 Foundation Program and for the years 1970, 1971 and 1972 on the 1970 Foundation Program.

Data obtained from the questionnaires were interpreted in terms of the responses of administrators and presented in tabular and descriptive form. Percentage distributions (rounded to the nearest integral value) were used to present the findings from the questionnaires.

Data obtained from Department of Education records were presented in terms of revenue and expenditure items with a comparison of amounts under the 1961 Foundation Program made with the amounts under the 1970 Foundation Program. Projected figures were used for 1971 and 1972.

Most respondents answering the questionnaire felt that the 1970 Foundation Program did not really curtail the operation of their school system in any way in the 1970-71 school year and they did not anticipate much change for 1971-72 and 1972-73.

A large majority of the respondents answering the questionnaire was critical of the use of a plebiscite as a means of requesting

additional supplementary requisitions. They felt that there was little chance that such a plebiscite would be passed if presented to the electors.

Most systems in the sample restricted spending somewhat under the 1970 Foundation Program but small increases were still evident for such major objects as instruction, instructional aids, plant operation and conveyance of pupils in each of the years 1970, 1971 and 1972.

Increases in revenue were still available under the 1970 Foundation Program. Some contradiction was noted, however, in that small districts generally received barely enough revenue to operate whereas some of the larger systems received sufficient revenue to expand their educational programs. Special grants were given to jurisdictions with less than one thousand pupils to help correct this situation.

Specifically the 1970 Foundation Program achieved the following:

- (1) brought about some degree of fiscal equalization;
- (2) gave some relief to the tax burden on property;
- (3) gave some additional freedom for local jurisdictions to establish their own priorities;
- (4) established some resemblance to an educational plan of provincial design; and
- (5) gave boards some additional information to allow for long-range planning.

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CHAPTER I

SIGNIFICANCE, BACKGROUND AND PROBLEMS

I. INTRODUCTION

In February of 1969 the Minister of Education, Honourable R. C. Clark, announced the appointment of a Committee to undertake a study of the Foundation Program for Alberta. The Committee was charged with the responsibility of studying the current operation of the Alberta Foundation Program, its sources of revenue and the methods of distributing funds to the districts and divisions of the Province. The Committee was directed to study all aspects of school finance including support beyond that supplied from the Foundation Fund. The purposes of the Committee and the frame of reference within which it was to operate are outlined in Appendix A of the Report of The Minister's Committee (1969:59).

The Minister's Committee recommended certain changes in the design of the Foundation Program to be instituted immediately by the Provincial Government. The report suggested directions for further revisions in the Alberta plan to be explored by an ongoing program of research. The members of the Committee in their report had this to say:

. . . from the Committee's deliberations has grown the conviction that any design for educational finance should be under continuous review. Periodic study by "ad hoc" committees is no longer adequate in dealing with the significant issues in school support. A plan for educational finance should be viewed as a dynamic system readily adaptable to emerging pressures and sensitive to the need for change (1969:3).

The Minister's Committee therefore recommended in its report (1969:56): (1) that the operation of the financial plan be reviewed

periodically, (2) that research studies be undertaken to provide further insights into the operation of the plan, and (3) that such studies be undertaken frequently.

Just as significant as the study of the other dimension of the School Foundation Program is the source of funds and their adequacy, and this is one that is probably the most critical from the standpoint of public awareness and political implications.

II. BACKGROUND OF THE STUDY

Introduction

The system of financing education in Alberta from 1905 to 1961 was essentially the same. School districts derived their revenue from two sources:

1. The proceeds of a levy on local real property which was raised and spent by the district itself.
2. Grants paid by the Department of Education from monies out of the general revenue of the Province.

The first source remained essentially the same throughout the whole period, but the second source moved consistently in the direction of larger and larger equalization grants. An equalization grant is one which varies in amount in inverse proportion to a measure of ability to pay, which traditionally in educational finance is a measure of real property assessment.

Foundation Programs

The provision for the Foundation Program Fund by legislation in 1961 made a radical change in the method of school financing. Every

municipality was now required to pay into the Fund an amount equal to a levy of thirty-two mills on its equalized assessment. These amounts together with the legislative grants for school purposes constituted the Fund. Out of the Fund the school boards obtained their main revenue but if the amount received by a board out of the Fund was insufficient to meet its requirements the additional money required was requisitioned from the appropriate municipality.

Payments were made to school systems out of the Fund toward the cost of (1) instruction, (2) maintenance of school plant, (3) instructional aids and materials, (4) conveyance and maintenance of pupils, (5) administration, and (6) capital expenditures.

Purpose of Foundation Programs

Atherton (1970:199) stated that the basic purpose of any Foundation Program of Educational Finance is that of providing a basic level of education for all children in the province or state regardless of the local ability to support it financially. He goes on to point out that in order to attain this purpose, grants are paid by central governments which are intended to provide the revenues necessary to support a minimally acceptable level of education. He also pointed out that for districts which wish to go beyond this level, provision is made for local governments to have access to a tax base to provide the necessary financial support.

There are then three requirements for an acceptable Foundation Program of educational finance.

1. A plan for ensuring equalization of the financial burden of providing a minimum level of education.

2. An educational plan which provides a minimally acceptable program.
3. A plan for enabling local school districts to go beyond the minimum in educational programs.

Evaluation of The 1961 Foundation Program

The School Foundation Program Fund plan for the past ten years has attempted to accomplish the ends outlined earlier. Stringham (1970:2) had this to say about the success of the 1961 Foundation Program:

Sources of revenue to the Foundation Program seem to accomplish the goal of equalization of burden regardless of location of residence within the province. This of course assumed that the equalized assessments are indeed equal which they are not. Equalization of opportunity, if the payment from the funds are differentiated to accommodate the unequal cost of providing equal services is also theoretically possible, although of course it has not been realized.

But the matter is further complicated by the fact the Foundation Program does not meet the total educational bill. In 1961, it accounted for 91.13 per cent of educational expenditures for grades 1-12 while 1.13 per cent came from other provincial grants, 5.42 per cent came from supplementary requisitions and 2.35 per cent came from other sources such as federal government, parents, sale of supplies, rent, etc.

But in 1968, only 79.48 per cent of educational expenditures were supplied by the SFPP, 1.4 per cent came from other provincial grants (only a modest increase) and 3.96 per cent came from other revenues such as federal government, rent, etc. The largest increase has come from supplementary requisitions, which in 1968 accounted for 15.16 per cent of expenditures in grades 1-12. This compares with 5.42 per cent in 1961 for a three-fold increase directly to the real estate owner.

The 1961 Foundation Program did not appear to meet Atherton's (1970:200) requirements for an acceptable Foundation Program of educational finance. The government determined to do something about the

problem--indeed they promised to do so.

Clarke *et al.* (1964:3) in the Alberta Teachers' Association Monograph No. 9 in 1964 claimed that the 1961 Foundation Program transferred almost completely control of expenditures from local to provincial level. It was felt this was achieved through the establishment of a central fund to which municipal authorities contributed the school tax levied by the government and to which the government voted an annual appropriation. The conclusion was that school boards had no decision to make in establishing the mill rate and did not establish the formula which would decide the amount of money they would receive from the central fund to operate their systems.

While no firm conclusions were made Clarke *et al.* felt that the quality of education tended to improve under the 1961 Foundation Program. A significant trend in the opposite direction was the tendency of boards to increase the sizes of the classes and increase the student-teacher ratio in all grades. This opposite trend cited bears a close relation to the classroom unit grant paid in the 1970 Foundation Program and is one of the specific problems to be investigated in this study.

Atherton (1970:202) stated that the 1961 Foundation Program contributed to the development of improved educational programs by encouraging districts to employ more highly qualified teachers since by so doing the amount of grant was increased. He also felt divisions and counties were encouraged to centralize schools since almost the total costs incurred as a result of transporting students were covered by the transportation grants. He concluded by stating that in effect control

of expenditures had been shifted from provincial to local level. This was a departure from the educational plan concept essential to foundation programs in general.

The statement of Clarke *et al.* on control over expenditures conflicts somewhat with that of Atherton. Whereas Clarke *et al.* indicate there was not the slightest doubt that the effect of the government's education finance plan had been to transfer almost completely control of expenditures from local to provincial level, Atherton takes the opposite view in that he felt boards were given a good deal of freedom in spending the funds from the Foundation Program. Clarke *et al.* reasoned that boards were allowed no decision-making role in the establishment of the Fund and about the amount of money they would receive. He was concerned more with the decisions about revenue. Atherton was concerned with the action of boards after they received money from the Fund. He was concerned with the freedom boards now had to spend the money received from the Fund.

The report of the Minister's Committee (1969:28-34) was a final attempt to appraise the effectiveness of the 1961 Foundation Program. Five questions were answered to provide the evaluation that was sought. They were as follows:

1. Has the Foundation Program achieved fiscal equalization?

While the supplementary requisitions remained low, fiscal equalization was generally attained. As supplementary mill rates increased, equalization was less prevalent. Differentials in assessment between urban and farm lands have partially destroyed the equalization factor. Despite the changes in the Plan over time, rural jurisdictions with low per pupil assessments have continued to enjoy a fair measure of fiscal equalization. Certain of the grants given outside of the Foundation Program have worked against the equalization principle in that only the prosperous could afford to implement a program which carried a small grant.

2. Has the Foundation Program given relief to the tax burden on property?

Because in recent years supplementary requisitions have accelerated their rate of growth to the point that in 1969 some jurisdictions had as large a supplementary mill rate as the Foundation Program rate, we must conclude that tax relief was not attained by the plan. A greater contribution from other sources than the tax on real property seemed to be needed.

3. Has the local autonomy of school jurisdiction been limited or enhanced by the operation of the Foundation Program over the last ten years?

Inasmuch as teachers' qualifications were recognized as a basis of support and incentive grants were a part of the plan, there was some interference in the principle of local autonomy.

4. Does the financial plan provide for the support of an educational plan of provincial design?

It was proclaimed that procedures for distribution of money did not stem from a provincial plan.

5. Does the current provincial plan give the school boards sufficient information to provide for long range planning?

Because regulations regarding expenditures were released during the legislative session each year, planning was difficult.

III. PROPOSALS FOR CHANGE

Recommendations

The Minister's Committee on School Finance appointed in 1969 gave searching examination to all aspects of the problems of the Foundation Program. The Committee developed certain principles underlying an adequate financial plan for the support of provincial education. These served not only as criteria for the evaluation of the 1961 Foundation Program, but provided, as well, directions for the development of proposals for change. The recommendations were as follows:

1. The Committee recommends that the flow of funds through the

Province's financial plan be increased to provide support for an educational plan which many local jurisdictions will find acceptable.

2. That the provincial property tax continue to be used as a source of revenue and that the tax effort represented by the present levy of 28 mills on the total equalized assessment should remain unchanged.

3. Notwithstanding the recommendation in No. 2, the Committee recommends that the incidence of taxation on non-residential property should be substantially above that on residential property and that this may be achieved by one or more of these methods:

- (a) differential mill rates, or
- (b) differential in levels of assessment, or
- (c) the provision of a basic exemption on all residential property.

4. The Committee recommends that the Government investigate the selective sales tax as an additional source of revenue.

5. That the central fund provide support for a teaching staff at the ratio of twenty-five students per teacher.

6. That the support provided for each teacher be arrived at by striking the average salary for teachers with at least three years of teaching education, and by adding the average costs of plant operation required to maintain a classroom unit. This, in effect, establishes the CRU as a basic device for the apportioning of funds.

7. That differentials in support be recognized among elementary, junior high and senior high school CRU's in the ratio of 1, 1.20 and 1.50 respectively.

8. That additional support for high school vocational classes and classes in exceptional education be provided under the category of special grants.

9. That funds be provided for the employment of a support staff of eight per thousand students with salaries determined by the provincial average for teachers with a full degree and one year of graduate study.

10. The Committee recommends that the escalation factor providing additional support from the provincial plan for years two and three be struck initially by employing a rate of six per cent.

11. Notwithstanding the recommendation in No. 10, the Committee recommends that future adjustments of the escalation factor reflect changes in the average provincial wage scale.

12. With respect to supplementary requisitions the Committee recommends that no legal limits be placed on the authority of school jurisdictions to requisition on municipalities for funds to be raised by levies against local assessment.

13. That research be undertaken immediately in selected school jurisdictions to analyse programs currently in existence, to review their purposes and to determine the resources that school authorities are allocating to each of these.

14. That allied to this research should go studies aimed at discovering ways and means of improving both the efficiency and effectiveness of school systems. The objective of such studies would be aimed at achieving the maximum of effectiveness.

15. That based on this operational research and current knowledge in the field, the Department give leadership in the establishment of program budgeting throughout the provincial educational system.

16. That the Province, through its financial plan, set aside a sum of money each year for the funding of innovative projects in partnership with local jurisdictions.

17. That the Government establish a broadly representative standing committee on school finance to keep the operation of the Province's financial plan continuously under review and to make whatever suggestions for change it deems advisable.

The 1970 Foundation Program

The problem for the department now was to reconcile the Report of the Minister's Committee with the government's determination to give some relief to the taxpayer, in addition to the home-owner grants and the reduction of supplementary requisitions effected by collecting a similar amount by a new tax on electric power and pipe lines.

The result was a new plan (Appendix A) which adopts the principles of the CRU, the classroom unit and support staff advocated by the Minister's Committee. The weighting factors for elementary, junior and senior high school were altered from 1, 1.2 and 1.5 recommended to 1, 1.2 and 1.8 when statistical analysis showed that great variations from current patterns would result if the recommendations were followed.

Fixing the basic CRU calculations at twenty-six pupils again was the result of tests to determine effects and their relationship to current practice. The new Foundation Program allocates amounts of money to each CRU and support staff generally in conformity with the committee's proposals. Retention of eligible debenture debt servicing and transportation grants is not in conflict with the report. The request for a three-year plan was realized and an escalation factor not to exceed six percent similar in concept to that contained in the report was incorporated in the new plan.

Acceptance of The 1970 Foundation Program

There were at least three differences in the new plan from the committee report that have occasioned certain spirited responses. There is still an allowance for administration; 1969, not 1970 in effect became the "base year" and the possibility of plebiscites in Alberta became a reality. Plebiscites, however, should only become necessary when increases in expenditure other than those attributable to inflation exceed plans made in 1970 for the three-year period--1970, 1971, 1972. Any board requesting permission of the Cabinet, may by the regulations under Section 119 (Appendix B) obtain sanction of a supplementary mill rate in excess of the Standard Supplementary Requisition based on 1969 amounts reduced by forty-five dollars per pupil. Over seventy such requests were processed by December 31, 1970.

The Edmonton public school trustees (1970:1) near the end of 1970 announced that their system might be forced to call a one million dollar plebiscite in order to meet their 1971 proposed budget. Board Secretary-treasurer Tom Meen said the proposed 1971 budget could amount to sixty-

nine and one half millions of dollars, an increase of about seven millions of dollars over the 1970 budget. This 1971 budget figure is about one million dollars above the six percent increase allowed under the 1970 School Foundation Program. Mr. Meen said the plebiscite is "a possibility in 1971--a certainty in 1972." He warned that the board may have to go to the people for five to six millions of dollars in order to meet commitments.

Vocational education programs in Edmonton public schools are coming under close scrutiny, in view of tighter school financing regulations. Trustee John Bracco (1970:45) called for a "complete analysis" of all programs relating to industrial arts, home economics and business education. Mr. Bracco said he was concerned that many vocational programs were introduced on a "crash" basis in the past few years, because of the availability of federal funds at that time. But the federal government has withdrawn--and the board is left with many expensive programs which may or may not be accomplishing what they set out to do.

The St. Albert Protestant separate school board (1971:3) is seeking permission to exceed its six percent spending increase limit by \$99,600 in 1971. If the provincial government does not authorize this extra requisition which would increase the town's mill rate by ten mills, the board will have to call for a plebiscite. The St. Albert board claims that the Edmonton public board was allowed additional funds in 1970 to help adjust to the new regulations and by this precedent they hope St. Albert will qualify for some extra money.

Atherton (1970:204) has pointed out that in view of the wide variety of operating circumstances and operating conditions, it has been

practically impossible to find any perfect system of school district support and so foundation programs will have to be modified constantly to meet changes in conditions and available revenues.

In support of this statement Education Minister Clarke (1970:53) has appointed a semi-independent committee to review some aspects of the 1970 Foundation Program. The committee, to be made up of members of the public and some government people, will study especially complaints that some smaller school boards are having their operations curtailed by lack of funds. Mines Minister Patrick said the committee will look into whether the scheme should be changed. It is expected that the problems outlined later in this chapter will be studied by the legislature in 1971 since by now larger boards as mentioned earlier are encountering financial difficulties and are pressing for changes.

IV. THE PROBLEM

Many of the recommendations of the Minister's Committee were followed by the Government in formulating the 1970 School Foundation Program Fund Regulations.¹ Regardless of Government acceptance of the plan this did not ensure ready acceptance by school boards. Main objections were to the use of 1969, not 1970, as the "base year" and to the possible use of plebiscites.

The Government put an additional forty-seven millions of dollars into the 1970 Foundation Program Fund. Although some of this was used to roll back the local mill rates, increased revenues became available to

¹Hereinafter referred to as the 1970 Foundation Program.

many boards. Despite the added revenue for some boards there were other boards who had to request the permission of the Cabinet to increase their supplementary requisitions beyond the amounts established under Regulations Limiting Requisitions (Appendix B). These boards were allowed to increase their flexibility factor beyond the twenty-eight dollars per pupil allowed in the regulations.

Stringham (1970:7) noted six factors which seemed to cause the trouble. They were:

1. The presence of an accumulated deficit. Since 1969 became the base year, those boards which ended the year with a deficit in fact had requisitioned less than was needed in 1969. When that figure is reduced by \$45 per pupil, the result is less than is needed despite a larger grant from the 1970 Foundation Program which is the general rule.
2. The boards used surplus funds for current operating expenditures in 1969. This has exactly the same effect discussed above.
3. Boards accumulated large ineligible debts, either of continuing nature but especially if these become due for the first time in 1970. Ineligible debts are those incurred for teacherages, offices and school building costs in excess of the support price recognized by the School Buildings Board.
4. Pupils were educated for whom the board received no supplementary requisition or tuition fees. Enrolments in some jurisdictions exceed forty percent of all pupils. Such jurisdictions face extreme financial pressure.
5. Areas with a low assessment per pupil face difficulties. In several jurisdictions reduction of the 1969 supplementary requisition by forty-five dollars per pupil completely eliminates a supplementary requisition and does not give the board sufficient funds on which to operate.
6. A low pupil-teacher ratio is expensive. One board with a ratio of 1:16.3 is in serious difficulty. Most boards whose ratio is in the vicinity of 1:21 or 22 and have none of the other problems discussed above seem to be financing without serious difficulty. It is not my position to say what the pupil-teacher ratio should be but we have shown that a very low one is costly.

The purpose of this research was to determine what effect the 1970

changes in the Foundation Program had on decision-making patterns in the school systems of Alberta. School boards, the Alberta Teachers' Association, the Home and School Association and other vested interest groups indicated a number of areas of concern. They were:

1. Curtailment of future school plans.
2. Cut-back in operating expenses.
3. Increased class loads.
4. Deteriorization of working conditions.
5. Reduction in support staff.
6. Promoting further centralization in rural systems.
7. Increasing the need for special grants.
8. Lowering of teaching qualifications.
9. Replacement of qualified teachers with para-professionals.

Rural systems found one redeeming feature in the regulations and that was the section that continued paying virtually all of the transportation expenses. Large increases for this section, however, would affect the overall budget so estimates would have to stay in line with the previous year's estimates.

Specific Statement of the Problem

What was the relationship between the amount of revenue provided by the 1970 Foundation Program and the educational plan provided by school boards in Alberta?

Sub-Problems Relating to this Study

This investigation was concerned with a number of sub-problems derived from the delimited problem. These are stated in terms of the following researchable sub-problems which this study will attempt to investigate.

1. Increase or decrease in numbers of teachers.
2. Increase or decrease in numbers of support staff.
3. Changes in pupil-teacher ratio.
4. Provision for pre-employment and special-education classes.
5. The use of teacher-aides in their relation to the work of librarians.
6. Kindergartens.
7. Sabbatical leave.
8. Teacher-training bursaries.
9. Special-education classes.
10. Inflation factor, plebiscites and weighting factor.
11. Operational revenue.
12. Operational expenditures.
13. Projections of the 1971 and 1972 revenues and expenditures.

V. DEFINITION OF TERMS AND ABBREVIATIONS

School Foundation Program Fund. The single support base for the distribution of available monies to school boards. Subsection (7) of Section 129 of the School Act, 1970.

Classroom unit (CRU). The CRU grant was established after considering the current provincial average for costs of qualified instruction, operation and maintenance of a unit of twenty-six pupils. Since these average costs varied from elementary to junior high to senior high, a compensatory "weighting factor" was included to make up the difference. To calculate the number of CRU grants for which it is eligible, a school system uses the following calculations:

Number of Elementary Pupils	÷ 26 x 1	=	_____	CR Units
Number of Junior High Pupils	÷ 26 x 1.2	=	_____	CR Units
Number of Senior High Pupils	÷ 26 x 1.8	=	_____	CR Units

Groups of less than twenty-six but more than thirteen count as half a CRU.

Pupil-teacher ratio (PTR). The figure arrived at by dividing the number of pupils in the school area by the total number of teachers on staff (exclusive of superintendents and assistant-superintendents).

Support staff. Includes supervisors, guidance counsellors, librarians, instructional materials specialists and full-time principals, vice-principals, and superintendents.

Escalation factor for 1971, 1972. A ceiling of six percent placed on the amount of grant allowed for a classroom unit and support staff. Grants in 1971 may not exceed a six percent escalation of the 1970 figures, nor will any increase in the 1972 grants exceed six percent of the 1971 grants.

Supplementary requisition. An amount of money levied by school boards on local municipal-authorities to meet a budget not wholly met by the Foundation Program Fund.

Flexibility factor. An additional requisition above the supplementary requisition set in 1969. It applies over the years 1970, 1971, 1972 and allows an additional twenty-eight dollars per pupil to be spread over these three requisition years. Boards may use all of the twenty-eight dollars in any one year, or elect to apportion its use over two or three years. Once the flexibility factor has been used up, requisitions must fall within prescribed limits or go to plebiscite.

CHAPTER II

THE SAMPLE

One of the recurrent problems in educational research is the selection of a sample of school units relevant to any particular study being undertaken. For the purpose of this study a sample, representative of school units in Alberta, had to be determined. The Classification and Sampling of Alberta School Units by Atherton (1970) devised for just such a purpose was chosen as a suitable sampling procedure.

Methodology

To meet the stated objective Atherton's technique had to:

1. Determine a simple classification system of school units.
2. Determine the variables relevant to the educational process.
3. Determine the unit of measurement enabling comparison of the school units.
4. Rank the school units within their classifications.
5. Determine final selection of school units, representative of the school units in Alberta.

Assumptions

For the purpose of this study it was assumed:

1. That it was possible to derive a representative sample of Alberta school units.
2. That the variables on which the sample was based were of major importance to the educational process.

3. That such variables were included.
4. That the variables selected could be utilized in such a manner as to rank school units in a meaningful fashion.
5. That differences in geographical locale will not give rise to additional variables.

Definition and Limitations

For the purpose of this study a district is defined as a single school administrative unit. While the study places emphasis on School Divisions, Urban School Districts, and Counties the sample also includes a sampling of the remaining seventy-three school administrative units in Alberta.

Classification of School Units

As there already exists, in Alberta, three major classifications of school districts--namely: Divisions, Counties, and Urban Districts--these were retained. The Urban Districts were sub-classified as either Public School Districts or Roman Catholic School Districts. A similar sub-classification was carried out with the remaining seventy-three school districts.

Unit of Comparison for Counties, Divisions and Urban Districts

As a result of the vast ranges in the data pertaining to the various school districts some basis of comparison had to be devised. Since the prime commitment of each district is to pupils, comparisons were made on a per pupil basis. These were arrived at by dividing the enrolment of each district into each of the other five variables which were assessment, total supplementary requisition in terms of dollars, total expenditures,

professional staff and acreage. Source of the raw data was the Annual Reports of the Department of Municipal Affairs and Department of Education. The raw data appear in Tables I, II, and III.

Variables Employed

Total school population. As the enrolments of the seventy-seven districts ranged from 196 to 71,414 it was necessary to include school population as a separate variable. Per pupil comparisons alone would not have indicated this dimension.

Equalized assessment. This variable was included to indicate the relative wealth of each of the districts.

Supplementary requisitions. The total supplementary requisition in terms of dollars represents funds obtained directly from the municipality or municipalities in which the school district is situated. This augments the district revenues from the School Foundation Program Fund formula and legislative appropriation. It was assumed more active school boards require funds in addition to those already supplied. This variable has been included to give an indication of relative activeness of the respective boards.

Total expenditures. This variable was included to indicate the district's expenditures for a school year.

Number of professional staff. This variable, defined as all teachers plus support staff but excluding the assistant superintendent or the superintendent, resulted in a staff-student ratio figure.

TABLE I

DATA PERTAINING TO SCHOOL DIVISIONS

Division	Total school population	Equalized assessment	Supplementary requisitions	Total expenditures	Number of personnel	Total acreage
1 Berry Creek	252	4,290,268	60,000	292,085	14	979,850 (E)
2 Cardston	2,907	17,176,655	49,941	1,160,013	124	829,767
4 Medicine Hat	950	11,264,144	225,282	1,095,373	62	3,314,241 (E)
6 Taber	3,155	18,071,802	216,862	1,981,720	102	1,045,090
8 Acadia	1,057	11,954,157	98,601	813,862	57	741,000 (E)
9 Sullivan Lake	352	4,905,167	64,650	345,166	19	810,000 (E)
10 Peace River	3,243	14,509,911	240,000	2,037,677	158	2,551,700 (E)
12 Edson	4,663	21,380,117	371,326	2,769,268	236	964,000 (E)
15 Rocky Mountain	2,421	7,517,758	75,178	1,322,874	120	777,500 (E)
16 Neutral Hills	871	6,508,088	71,589	573,204	44	1,013,600 (E)
23 Stony Plain	4,151	29,009,925	116,040	2,298,561	193	865,686
24 Sturgeon	1,924	14,474,154	246,500	1,424,668	107	522,411
29 Pincher Creek	1,436	12,675,093	50,700	914,478	80	714,344
30 Starland	861	10,757,589	74,226	596,919	42	641,708
32 Wainwright	2,216	14,202,487	89,222	1,231,233	117	921,364
33 Provost	1,052	9,821,708	63,841	692,675	53	902,321
37 Westlock	2,770	14,751,614	192,171	1,689,085	138	1,090,875 (E)
38 Foothills	3,088	18,241,260	136,809	1,370,298	147	813,254
41 Calgary	3,202	27,797,766	164,007	1,888,303	163	1,110,703
46 Bonnyville	2,607	7,666,441	107,330	1,555,885	137	988,000 (E)
47 Spirit River	2,091	9,169,079	120,341	1,327,460	106	1,439,500 (E)
48 High Prairie	3,376	10,715,546	107,155	1,953,880	159	2,281,900 (E)
50 Fairview	1,602	9,158,537	78,117	931,582	72	906,000 (E)
51 Lac La Biche	2,121	3,618,563	63,325	1,431,783	117	1,649,050 (E)
52 Fort Vermilion	1,455	1,280,996	22,417	1,006,087	78	616,900 (E)
54 East Smoky	1,463	3,765,526	75,311	1,065,837	82	442,300 (E)
60 Three Hills	2,131	21,635,369	194,718	1,502,423	114	834,657
61 Northland	3,820	2,695,712	47,175	2,977,583	204	Not available
62 Drumheller	1,711	6,767,145	46,000	1,119,148	89	40,819
63 Crowsnest Pass	1,593	6,181,141	59,000	833,903	78	102,400 (E)
Total	67,634				3,417	

TABLE II

DATA PERTAINING TO COUNTIES

County	Total school population	Equalized assessment	Supplementary requisitions	Total expenditures	Number of personnel	Total acreage
1 Grande Prairie	2,834	14,510,117	244,593	1,998,518	150	1,406,844
2 Vulcan	1,984	21,245,160	195,000	1,401,957	121	1,350,165
3 Ponoka	3,822	20,467,480	225,143	2,335,941	204	751,518
4 Newell	1,819	9,052,563	166,352	1,136,558	97	1,494,012
5 Warner	2,110	15,424,945	215,503	1,386,773	113	918,050 (E)
6 Stettler	1,365	15,757,416	102,982	941,099	72	1,043,856
7 Thorhild	1,672	10,174,945	87,598	898,048	88	549,141
8 Forty Mile	1,498	15,377,427	138,397	1,160,918	88	1,815,850
9 Beaver	2,329	15,837,132	224,183	1,533,828	126	876,068
10 Wetaskiwin	2,321	14,789,768	249,650	1,702,395	134	835,319
11 Barrhead	2,388	11,337,603	55,884	1,355,290	108	606,720
12 Athabasca	2,519	9,815,767	166,768	1,591,265	144	1,137,752
13 Smoky Lake	1,506	6,984,506	82,000	936,194	84	701,168
14 Lacombe	3,806	25,632,012	210,439	2,536,585	212	750,310
16 Wheatland	1,949	19,506,383	278,000	1,394,676	109	1,222,507
17 Mountain View	4,204	28,462,416	285,013	2,556,852	212	937,209
18 Paintearth	1,288	10,426,653	59,184	864,933	66	821,167
19 St. Paul	1,820	7,897,004	89,000	1,270,160	91	846,964
20 Strathcona	5,965	64,970,766	560,663	3,482,459	303	373,508
21 Two Hills	1,847	12,326,171	49,304	1,113,660	90	671,690
22 Camrose	2,667	20,016,286	135,500	1,691,165	131	841,546
23 Red Deer	4,281	31,689,269	221,618	2,794,810	238	1,013,641
24 Vermilion River	2,512	22,185,650	177,400	1,636,936	139	1,246,255
25 Leduc	4,410	29,284,439	278,202	2,801,367	221	876,303
26 Lethbridge	3,234	19,933,389	226,000	1,987,604	164	703,983
27 Minburn	2,346	17,868,073	144,915	1,635,727	133	840,915
28 Lac Ste. Anne	3,327	17,180,085	135,712	1,852,004	178	745,996
29 Flagstaff	2,404	17,709,299	123,965	1,394,924	125	1,009,596
30 Lamont	1,960	15,810,870	142,298	1,326,329	105	616,895
Total	76,187				4,048	
Mean	2,627				140	

TABLE III

DATA PERTAINING TO SCHOOL DISTRICTS

Public Schools	Total school population	Equalized assessment	Supplementary requisitions	Total expenditures	Number of personnel
Edmonton	70,623	529,926,787	4,047,177	39,441,811	3,440
Calgary	71,414	546,787,205	5,092,667	39,990,512	3,359
Lethbridge	7,350	52,880,267	322,090	3,753,258	352
Medicine Hat	5,341	39,981,099	526,157	3,204,616	278
Red Deer	6,510	37,106,491	207,037	3,476,930	307
Wetaskiwin	1,556	8,938,943	45,074	900,922	80
Camrose	1,737	12,531,745	18,800	1,030,140	82
Grande Prairie	2,682	14,702,974	173,583	1,475,661	147
Sub-total	167,213	1,242,855,511	10,432,585	93,273,850	8,045
Catholic Schools					
Calgary	18,116	78,335,914	723,613	9,590,254	868
Edmonton	28,328	129,008,134	985,287	14,383,169	1,353
Lethbridge	2,120	13,592,570	82,550	1,068,796	105
Wetaskiwin	196	899,369	4,535	103,479	10
Red Deer	1,220	4,050,690	21,667	548,081	51
Medicine Hat	1,676	7,678,432	102,096	872,690	82
Drumheller	287	1,295,756	8,811	140,701	11
Grande Prairie	853	2,540,478	30,181	496,668	45
Camrose	478	2,423,854	3,636	184,819	24
Sub-total	53,274	239,825,197	1,962,376	27,388,657	2,549
Total	220,487	1,482,680,708	12,394,961	120,662,507	10,594

Total acreage. This variable when divided by the total school population indicated a population density. Where municipal boundaries were not coterminous with Divisional boundaries the areas were estimated.

Ranking the School Units

The seventy-seven districts were placed into their correct classification: Division, County, or Urban District. Within the classification each variable was assigned a rank number.

Four of the variables were ranked from highest to lowest. These were: assessment per pupil; supplementary requisition per pupil; expenditure per pupil; and school population.

The rationale for this ranking was to assign the numerically lowest rank to the district with the highest per pupil ratio. This established a positive correlation between a low rank and a high ratio in terms of per pupil assessment, per pupil requisition, per pupil expenditure; and numbers of pupils.

Two of the variables were ranked from lowest to highest. These were: staff-student ratio, and density.

The rationale for this ranking was to assign the numerically lowest rank to the district with the lowest staff-student ratio, and density of pupils. This established a positive correlation between a low rank and a low staff-student ratio; and density.

The intent of the both rankings was to allot the lowest number to the variable least likely to have negative effects on the educational process. The rankings for each variable appear in Tables IV, V, and VI.

The individual rankings for the six variables were totalled. A final ranking, based on these totals, was assigned each district. The

TABLE IV
PER PUPIL RATIOS AND RANKINGS FOR SCHOOL DIVISIONS

	Per Pupil Ratios				Individual Rankings												
	Asses- ment 1	Supple- Requis. 2	Expendi- tures 3	Staff- Pupil 4	Acre- age 5	H-L		H-L		H-L		H-L		H-L		Total Rankings	Final Rankings
						On	1	On	2	On	3	On	4	On	5		
Berry Creek	17,025	238.10	1,159	18.0	3,888	1	1	1	1	4	30	31	68	4			
Cardston	5,909	17.18	509	23.4	285	15	28	29	31	7	10	120	26				
Medicine Hat	11,857	237.13	1,111	15.3	3,489	4	2	2	1	29	27	65	3				
Taber	5,728	68.74	628	19.5	331	17	12	17	15	10	7	78	8				
Acadia	11,310	93.38	770	18.5	701	5	5	5	7	22	25	69	5				
Sullivan Lake	13,935	183.66	981	18.5	2,320	2	3	3	7	28	30	73	6				
Peace River	4,474	74.01	628	20.5	787	21	10	17	24	25	5	102	16				
Edson	4,585	79.63	594	19.8	207	20	9	21	19	3	1	73	6				
Rocky Mountain	3,105	31.05	546	20.2	321	27	24	27	22	9	13	122	28				
Neutal Hills	7,472	82.19	658	19.8	1,164	11	8	12	19	27	28	105	20				
Stony Plain*	6,989	27.95	554	21.5	209	13	26	26	29	4	2	100	15				
Sturgeon	7,523	128.11	740	18.0	272	10	4	6	4	6	18	48	1				
Willow Creek	7,444	15.34	507	21.3	382	12	30	30	28	13	8	121	27				
Pincher Creek	8,827	35.31	637	18.0	497	8	22	15	4	17	21	87	11				
Starland	12,494	86.20	693	20.5	745	3	7	9	24	23	29	95	12				
Wainwright	6,409	40.26	556	18.9	497	14	20	25	12	17	14	102	16				
Provost	9,336	60.69	658	19.8	858	7	13	12	19	26	26	103	18				
Westlock	5,325	69.38	610	20.1	394	19	11	19	21	15	11	96	13				
Foothills	5,907	44.30	444	21.0	263	16	18	31	26	5	9	105	20				
Calgary	8,672	51.22	590	19.6	347	9	16	22	16	11	6	80	9				
Bonnyville	2,941	41.17	597	19.0	379	28	19	20	13	12	12	104	19				
Spirit River	4,385	57.55	635	19.7	688	23	14	16	17	21	17	108	22				
High Prairie	3,174	31.74	579	21.2	676	26	23	24	27	20	4	124	29				
Fairview	5,717	48.76	582	22.3	566	18	17	23	30	19	20	127	30				
Lac La Biche	1,706	29.86	675	18.1	777	29	25	11	6	24	16	111	24				
Fort Vermilion	880	15.41	691	18.7	424	30	29	10	10	16	24	119	25				
East Smoky	2,574	51.48	729	17.8	302	26	15	7	2	8	23	81	10				
Three Hills	10,153	91.37	705	18.7	392	6	6	8	10	14	15	59	2				
Northland	706	12.35	779	18.7	****	31	31	4	10	31	3	110	23				
Drumheller	3,955	26.80	654	19.2	24	24	27	14	14	1	19	99	14				
Crowsnest Pass	3,880	37.04	523	20.4	64	25	21	28	23	2	22	131	31				
Mean	6,954	67.98	668	19.8	742								24				

*Stony Plain Division Excluded -- Became a County in 1969

TABLE V

PER PUPIL RATIOS AND RANKINGS FOR COUNTIES

	Per Pupil Ratios					Individual Rankings										Total Rankings	Final Rankings
	Assess- ment	Supple- Requis. 2	Expendi- tures 3	Staff- Pupil 4	Acre- age 5	On 1	On 2	On 3	On 4	On 5	On No. Pupils	Total Rankings	Final Rankings				
Grande Prairie	5,120	86.31	705	18.9	496	24	9	5	17	22	9	86	15				
Vulcan	10,708	98.29	707	16.4	681	3	4	4	1	26	19	57	2				
Ponoka	5,355	58.91	611	18.7	197	22	18	22	13	2	5	82	14				
Newell	4,977	91.45	625	18.8	821	25	8	19	16	28	24	120	25				
Warner	7,310	102.13	657	18.7	480	13	3	13	13	21	18	81	12				
Stettler	11,544	75.44	689	19.0	765	1	10	8	18	27	28	92	18				
Thorhild	6,085	52.39	537	19.0	328	21	21	29	18	12	25	126	26				
Forty Mile	10,265	92.39	775	17.0	1,212	4	7	1	2	29	27	70	8				
Beaver	6,800	96.26	659	18.5	376	14	5	12	11	16	16	74	10				
Wetaskiwin	6,372	107.56	734	17.3	360	19	2	2	3	14	17	57	2				
Barrhead	4,748	23.40	568	22.1	254	26	29	27	29	9	14	134	28				
Athabasca	3,897	66.20	632	17.5	452	29	15	18	4	18	11	97	19				
Smoky Lake	4,638	54.45	622	17.9	466	27	20	20	6	20	26	119	24				
Lacombe	6,735	55.29	667	18.0	197	16	19	11	8	2	6	62	5				
Wheatland	10,008	142.64	716	17.9	627	5	1	3	6	24	21	60	4				
Mountain View	6,770	67.80	608	19.8	223	15	14	23	24	6	4	86	15				
Paintearth	8,095	45.95	672	19.5	638	7	26	10	21	25	29	118	23				
St. Paul	4,339	48.90	698	20.0	465	28	25	6	25	19	23	126	26				
Strathcona	10,892	93.99	584	19.7	63	2	6	25	22	1	1	57	2				
Two Hills	6,674	26.69	603	20.5	364	17	28	24	28	15	22	134	28				
Camrose	7,505	50.81	634	20.4	316	10	24	17	27	11	10	109	21				
Red Deer	7,402	51.77	653	18.0	237	11	22	14	8	8	3	66	6				
Vermilion River	8,832	70.62	652	18.1	496	6	12	15	10	22	12	77	11				
Leduc	6,640	63.08	635	20.0	199	18	16	25	4	4	2	81	12				
Lethbridge	6,164	69.88	615	19.7	218	20	13	21	22	5	8	89	17				
Minburn	7,610	61.77	657	17.6	358	9	17	7	5	13	15	66	6				
Lac Ste. Anne	5,164	40.79	557	18.7	224	23	27	28	13	7	7	105	20				
Flagstaff	7,367	51.57	580	19.2	420	12	23	26	20	17	13	111	22				
Lamont	8,066	72.60	677	18.7	315	8	11	9	13	10	20	71	9				
Mean	7,106	69.93	647	18.8	420												

TABLE VI
PER PUPIL RATIOS AND RANKINGS FOR URBAN DISTRICTS

	Per Pupil Ratios				Individual Rankings										Total Rankings	Final Rankings	
	Assess- ment 1	Supple. Requis. 2	Expendi- tures 3	Staff- Pupil 4	Total School Pop.	On 1	On 2	On 3	On 4	On 5	On 6	On 7	On 8	On 9			On 10
Public Schools																	
Edmonton	7,504	57.30	558	20.5	70,623	2	4	5	4	2						17	3
Calgary	7,657	71.30	560	21.3	71,414	1	2	4	8	1						16	2
Lethbridge	7,195	43.80	510	20.9	7,350	5	5	8	5	3						26	5
Medicine Hat	7,486	98.50	600	19.2	5,341	3	1	1	2	5						12	1
Red Deer	5,700	31.80	534	21.2	6,510	7	6	7	6	4						30	8
Wetaskiwin	5,745	28.90	579	19.5	1,556	6	7	3	3	8						27	6
Camrose	7,215	10.80	593	21.2	1,737	4	8	2	6	7						27	6
Grande Prairie	5,482	64.70	550	18.2	2,682	8	3	6	1	6						24	4
Sub-Group Mean	7,430	62.30	558	20.8													
Catholic Schools																	
Calgary	4,324	39.90	529	20.9	18,116	7	2	2	6	2						19	3
Edmonton	4,554	34.70	508	20.9	28,328	5	5	5	6	1						22	5
Lethbridge	6,412	38.90	504	20.2	2,120	1	3	6	4	3						17	1
Wetaskiwin	4,589	23.10	528	19.6	196	3	7	3	2	9						24	6
Red Deer	3,320	17.70	449	23.9	1,220	8	8	8	8	5						29	7
Medicine Hat	4,581	60.90	521	20.4	1,676	4	1	4	5	4						18	2
Drumheller	4,515	30.70	490	26.1	287	6	6	7	9	8						36	9
Grande Prairie	2,978	35.30	582	19.0	853	9	4	1	1	6						21	4
Camrose	5,071	7.60	387	19.9	478	2	9	9	3	7						30	8
Sub-Group Mean	4,502	36.80	514	20.9													

26

districts were then listed in order of the total ranking. The final listing appears in Table VII.

Method of Selection

A primary consideration in the final selection of the units was that selections were to be representative of the different levels in the variable scale. With this in mind the final ranking for the Division Classification was divided into approximate thirds. This resulted in high, medium, and low groups in the total variables scale. Three Divisions, approximating the mean, were selected from each of the groupings representing high and low on the variables scale. Four Divisions, approximating the mean, were taken from the middle group. (Stony Plain was excluded since it became a County in 1969.) The resultant ten Divisions were deemed representative of School Divisions in Alberta. The same process was then applied to the County classification. The resultant ten Counties were deemed representative of Counties in Alberta.

The process differed slightly for Urban Districts. As total school population in Alberta is primarily centered in Urban Public School Districts, three Urban Public School Districts were selected. One represents a large Urban District, one represents a medium size Urban District, and one represents a small Urban District. Two Urban Catholic School Districts were selected. One represents a large Catholic Urban School District and one represents a small Catholic Urban School District.

The final selection for Divisions, Counties and Urban Districts appears in Table VIII.

TABLE VII

RANKING AND SELECTING OF DIVISIONS, COUNTIES, AND URBAN DISTRICTS

Rank	Total of var.	Number
Divisions		
1	48	Sturgeon No. 24
2	59	Three Hills No. 60
3	65	Medicine Hat No. 4
4	68	Berry Creek No. 1
5*	69	Acadia No. 8
6*	73	Edson No. 12
6*	73	Sullivan Lake No. 9
8	78	Taber No. 6
9	80	Calgary No. 41
10	81	East Smoky No. 54
11	87	Pincher Creek No. 29
12	95	Starland No. 30
13	96	Westlock No. 37
14*	99	Drumheller No. 62
15**	100	Stony Plain No. 23
16*	102	Peace River No. 10
16*	102	Wainwright No. 32
18*	103	Provost No. 33
19	104	Bonnyville No. 46
20	105	Foothills No. 38
20	105	Neutral Hills No. 16
22	108	Spirit River No. 47
23	110	Northland No. 61
24*	111	Lac La Biche No. 51
25*	119	Fort Vermilion No. 52
26*	120	Cardston No. 2
27	121	Willow Creek No. 28
28	122	Rocky Mountain No. 15
29	124	High Prairie No. 48
30	127	Fairview No. 50
31	131	Crowsnest Pass No. 63
Counties		
2	57	Vulcan No. 2
2	57	Strathcona
2	57	Wetaskiwin No. 10
4	60	Wheatland No. 16
5*	62	Lacombe No. 14

TABLE VII (continued)

Rank	Total of var.	Number
Counties		
6*	66	Red Deer No. 23
6*	66	Minburn No. 27
8	70	Forty Mile No. 8
9	71	Lamont No. 30
10	74	Beaver No. 9
11	77	Vermilion River No. 24
12	81	Leduc No. 25
12	81	Warner No. 5
14*	82	Ponoka No. 3
15*	86	Grande Prairie No. 1
15*	86	Mountain View No. 17
17*	89	Lethbridge No. 26
18	92	Stettler No. 6
19	97	Athabasca No. 12
20	105	Lac Ste. Anne No. 28
21	109	Camrose No. 22
22	111	Flagstaff No. 29
23	118	Paintearth No. 18
24*	119	Smoky Lake No. 13
25*	120	Newell No. 4
26*	126	Thorhild No. 7
26	126	St. Paul No. 19
28	134	Two Hills No. 21
28	134	Barrhead No. 11
Urban Districts Public School Board		
1	12	Medicine Hat
2	16	Calgary
3*	17	Edmonton
4*	24	Grande Prairie
5*	26	Lethbridge
6	27	Wetaskiwin
6	27	Camrose
8	30	Red Deer
Roman Catholic School Districts		
1	17	Lethbridge
2	18	Medicine Hat
3	19	Calgary

TABLE VII (continued)

Rank	Total of var.	Number
Roman Catholic School Districts		
4	21	Grande Prairie
5	22	Edmonton
6	24	Wetaskiwin
7	29	Red Deer
8	30	Camrose
9	36	Drumheller

*Denotes selected units.

**Stony Plain Division not selected. Became a County in 1969.

TABLE VIII

DIVISIONS, COUNTIES, AND URBAN DISTRICTS USED FOR SAMPLE

Divisions	No. of pupils
Acadia #8	(1,057)
Edson #12	(4,663)
Sullivan Lake #9	(352)
Drumheller #62	(1,711)
Peace River #10	(3,243)
Wainwright #32	(2,216)
Provost #33	(1,052)
Lac La Biche #51	(2,121)
Fort Vermilion #52	(1,455)
Cardston #2	(2,907)
Total	20,777
Counties	No. of pupils
Lacombe #14	(3,806)
Red Deer #23	(4,281)
Minburn #27	(2,346)
Ponoka #3	(3,822)
Grande Prairie #1	(2,834)
Mountain View #17	(4,204)
Lethbridge #26	(3,234)
Smoky Lake #13	(1,506)
Newell #4	(1,819)
Thorhild #7	(1,672)
Total	29,524
Urban Districts	No. of pupils
Edmonton	(70,623)
Grande Prairie	(2,682)
Lethbridge	(7,350)
Wetaskiwin (R.C.)*	(196)
Edmonton (R.C.)*	(23,328)
Total	104,179

*Roman Catholic Separate Districts.

Selection of Districts Representative of Remaining School Units

There were 29,411 Alberta pupils, representing seven and one-half percent of Alberta's total enrolment, registered in seventy-three school units other than Divisions, Counties or Urban Districts already mentioned. A valid sample of Alberta units should include some of these remaining units.

Since the prime commitment of each district is to pupils, comparisons were made on a per pupil basis even though the enrolment in each unit is negligible as a factor in total provincial enrolment.

The seventy-three districts were subdivided into three groups on the basis of total population. The three groups represented high, medium, and low pupil enrolments. Three districts, approximating the mean, were selected from each of the groups giving a total of nine districts a representative sample of the remaining seventy-three districts. Ranking of the districts appears in Table IX.

A further measure of representativeness of this sample of small districts is evident upon examination of the equalized assessment and total expenditure for each district for the year 1968. Districts used in the sample, the group from which each district was selected, equalized assessment and total expenditures appear in Table X.

The Sample

The nine districts selected as a sample from the remaining seventy-three districts appear in Table XI. They represent town, village and rural districts. Four of the sample were protestant districts and five were Roman Catholic Separate Districts.

DISTRICTS OTHER THAN DIVISIONS, COUNTIES, OR URBAN DISTRICTS

Group 1	Pupils	Group 2	Pupils
Faraway	9	Ralston	164
Portsmouth	12	Picture Butte	171
Seebe	16	Grand Centre	182
Waterton Park	35	Rosary	191
St. Isadore	39	Fort Saskatchewan	194
Ste. Bernadette	54	Fort Vermilion	198
St. Laurent	63	Theresetta	206
Lousana	74	Stirling	211
Nampa*	84	Wainwright	212
Whitecourt*	89	Exshaw	228
Grovedale*	90	Ponoka	232
Pontmain	96	Bow Island*	232
Spirit River	97	Grimshaw*	242
Sexsmith	103	St. Martins*	253
Barons	112	Provost	258
St. Rita's	116	Westlock	269
Raymond	118	McLennan	279
Beaverlodge	118	Cold Lake	288
Lodgepole	120	Mynarski Park	288
Assumption	126	Drayton Valley	295
Killam	143	Swan Hills	303
Clandonald	158	Vermilion	314
Buffalo Park	159	Valleyview	346
Coaldale	160	St. Thomas More	370
Group 3	Pupils	Group 3	Pupils
Forestburg	370	Salisbury	609
Peace River	387	Jasper	650
High Prairie	399	Banff*	655
Legal	400	Bonnyville*	898
St. Johns	471	Hanna*	947
St. Michaels	487	St. Paul	1,381
Falher	497	Stettler	1,381
Thibault	497	St. Albert	1,457
Canmore	539	Can. Forces Base	1,736
Redcliff	549	St. Albert	2,030
Taber	550	Biggin Hill	2,041
Glen Avon	575	Brooks	2,092
Devon	599		

*Districts selected. Average of Whole Group--414; average of Group 1--87; average of Group 2--246; average of Group 3--887.

TABLE X
EQUALIZED ASSESSMENT AND EXPENDITURES FOR
SMALL SCHOOL DISTRICTS USED IN SAMPLE

School District	Equalized assessment	Expenditures
Group 1		
Hanna #2912	3,234,155	585,453
Bonnyville #2665	2,773,446	562,803
Banff #102	13,091,899	382,875
Group 2		
St. Martins #16*	1,951,039	160,290
Grimshaw #88*	481,443	151,922
Bow Island #82*	586,912	144,616
Group 3		
Grovedale #4910	77,443	67,520
Whitecourt #94*	493,246	49,048
Nampa #96*	157,029	42,521

*Roman Catholic Separate District.

TABLE XI
LIST OF SMALL SCHOOL DISTRICTS USED FOR SAMPLE

School Districts	No. of pupils
Hanna #2912	(947)
Bonnyville #2665	(898)
Banff #102	(655)
St. Martins #16*	(253)
Grimshaw #88*	(242)
Bow Island #82*	(232)
Grovedale #4910	(90)
Whitecourt #94*	(89)
Nampa #96*	(84)
Total	3,490

*Roman Catholic Separate District.

CHAPTER III

RESEARCH PROCEDURES

Design for the Study

In order to ascertain the effects of the 1970 Foundation Program on the operation of school systems in Alberta, the descriptive survey method was used. As it was necessary to gather data and test personal opinions about the 1970 Foundation Program not available in Department of Education files a questionnaire (Appendix C) was sent to superintendents and secretary-treasurers of the thirty-four systems in the sample. Thirty-four questionnaires were sent to secretary-treasurers and twenty-six were sent to superintendents. Seven of the smaller independent districts did not have their own superintendent and one of the Divisions had not yet appointed its own superintendent to fill a vacancy. It was hoped that where both a superintendent and a secretary-treasurer from the same district answered a questionnaire each would respond individually. The purpose of the questionnaire was to test individual reactions to the effects of the 1970 Foundation Program on the operation of school systems.

The closed form of questionnaire, employing mainly check responses, was used. The entire instrument consisted of only twenty-three questions. Twenty-two of the questions of the forced-answer type concerned the following areas:

1. Number of professional staff
2. Support staff

3. Special education classes
4. Sabbatical leave
5. Kindergartens
6. Teacher-training bursaries
7. Librarians
8. Tuition fees
9. Six percent inflation factor
10. Weighting of classroom units
11. Plebiscites.

Question twenty-three, divided into four parts, required respondents to give in figures their personal opinion of the amount that should be allotted to the following:

1. Inflation factor
2. Weighting of classroom units
3. Pupil-teacher ratio
4. Support staff allowance.

The questions asked concerned the current and future practices with regard to the 1970 Foundation Program. No attempt was made to question respondents about the 1961 Foundation Program or to have them make comparisons of the old program with the 1970 Foundation Program. Estimated time for the completion of the questionnaire was fifteen minutes.

Financial Data

The remaining data were gathered from the records of the Department of Education. To form a basis for comparison the financial records for the years 1967, 1968 and 1969, using the 1961 Foundation Program, were

examined in detail.

Items recorded in table form were as follows:

1. Expenditures for each year:
 - (a) total operating expenditures
 - (b) instructional expenditures
 - (c) plant operation and maintenance
 - (d) conveyance and maintenance of pupils
 - (e) instructional aids.
2. Revenue for each year:
 - (a) total operating revenue
 - (b) School Foundation Program Fund
 - (c) supplementary requisition in dollars
 - (d) supplementary requisition in mills.
3. Equalized assessment.
4. Classrooms in operation.
5. Instructional staff:
 - (a) number in each system
 - (b) support staff.
6. Pupils:
 - (a) total number in each system
 - (b) number at each level
 - (c) pupil-teacher ratio
 - (d) per pupil assessment
 - (e) per pupil supplementary requisition.

The same information was gathered for the years 1970, 1971 and 1972 but in addition the number of CRU's and number of support staff for each of the thirty-four systems were recorded for those three years.

The Department of Education records supplied data for the 1970 financial year. The 1970 Foundation Program enabled boards of school systems to tentatively budget for a three-year term making use of the six percent escalation factor to arrive at revenue figures. The budgets for 1971 and 1972, therefore, were used to project tentative costs for these two years.

It should be noted that data for classrooms in operation, instructional staff and numbers of pupils were available for 1967-1970 but data for 1971 and 1972 for these three items were projected. These projections were made available by the Department of Education from information supplied to the Minister of Education.

Analysis of Data

The number of superintendents and secretary-treasurers who responded to the questionnaires is indicated in Table XII. Twenty-six of the 26 (100 percent) superintendents responded, whereas 29 of the 34 (85 percent) secretary-treasurers responded.

Data obtained from the superintendents and secretary-treasurers were presented in tabular and/or descriptive form. Percentage distributions (rounded to the nearest integral value) were used to present the findings from the questionnaires. No statistical treatment for significance of difference on any level was used. The data were interpreted in terms of the responses of administrators who it is felt had authentic and complete knowledge of the effects of the 1970 Foundation Program on the operation of school systems in Alberta.

TABLE XII

RESPONSES FROM SUPERINTENDENTS AND SECRETARY-TREASURERS OF
SCHOOL SYSTEMS OF ALBERTA

School administrators	Number of adminis. surveyed in study	Number of adminis. responding	Percent responding
Superintendents	26	26	100
Secretary-Treasurers	34	29	85

Assumptions

Because the questionnaire method was used for collecting part of the data, the following assumptions were made:

1. The responses to the questionnaires present a valid description of the reactions of the senior administrative staff¹ in the sample of Alberta school systems to the 1970 School Foundation Fund Regulations.
2. The superintendents and secretary-treasurers have authentic and complete knowledge of the effects of the 1970 School Foundation Program Fund Regulations on the operation of the school systems which they administer.

Data gathered from the Department of Education records were presented in tabular form with a description explaining each table. Line or bar graphs were used to show trends, if any, that occurred over the years 1967-1972. Officials of the Department of Education assisted in the analysis and interpretation of the financial data. The examination of all secondary source data was made under the supervision of the office of the Chief Administrative Officer of the Department of Education.

Organization of Thesis

Information derived from the questionnaires is presented in Chapter IV. The first section deals with the responses of superintendents to questions concerning the effects of the 1970 Foundation Program on current educational practices in their respective systems. The next section deals with the responses of secretary-treasurers to the same set

¹Senior administrative staff included the superintendent, associate/assistant/deputy superintendents, and the secretary-treasurer.

of questions. The final section makes a comparison between the responses of the superintendents and the secretary-treasurers to the questions and in addition contains a summary of the findings concerning the effects of the 1970 Foundation Program on the operation of the school systems in the sample.

Information derived from the Department of Education records is presented in Chapter V. This chapter deals with an analysis of data concerning staff, pupils and finances in each system and concludes with a summary of the findings.

Chapter VI deals with conclusions and implications for further research.

CHAPTER IV

ANALYSIS AND FINDINGS

THE QUESTIONNAIRE

This is the first of two chapters that report the findings derived from the study and it deals with data from the questionnaire. Responses to the questionnaire are subdivided into (a) responses from superintendents, and (b) responses from secretary-treasurers. A comparison of answers from the respondents and a summary of the findings complete the chapter.

For purposes of analysis the main section (twenty-two questions) of the questionnaire is divided into the following sub-sections:

1. Number of teachers.
2. Number of support staff.
3. Pre-employment classes.
4. Special-education classes.
5. Sabbatical leave.
6. Kindergarten classes.
7. Teacher-training bursaries.
8. Librarians and teacher aides.
9. Non-resident fees.
10. Inflation factor.
11. Classroom unit weighting.
12. Plebiscites.

The second section of the questionnaire, question number twenty-three was subdivided into: (a) inflation factor, (b) weighting factor allocated to CRU's, (c) pupil-teacher ratio for CRU's, and (d) amount of money required for support staff.

Responses from Superintendents

Out of the sample of thirty-four systems eight did not have a superintendent assigned to that particular area because (a) it was too small, or (b) the area was awaiting the appointment of a locally-employed superintendent.

Twenty-six questionnaires were mailed to superintendents and twenty-six (100 percent) were returned in a period of four weeks.

Number of teachers. Ten (40 percent) of the twenty-five superintendents answering the first question of this section, as shown in Table XIII.1, stated that their systems had to reduce the number of teachers for the school year 1970-71 because of the 1970 Foundation Program. Fifteen (60 percent) of the twenty-five superintendents answering this question stated their systems did not have to reduce the number of teachers for 1970-71 because of the 1970 Foundation Program.

TABLE XIII.1
NUMBER OF TEACHERS
RESPONSES FROM SUPERINTENDENTS

QUESTIONS	YES	%	NO	%
1. Did the 1970 (SFPP) require your system to reduce the number of teachers for 1970-71?	10	40	15	60
2. Do you anticipate that the 1970 (SFPP) will require your system to reduce the number of teachers for 1971-72?	8	33	16	67

Eight (33 percent) of the twenty-four superintendents answering

the second question of this section, as shown in Table XIII.1, stated that they anticipated their systems would have to reduce the number of teachers for the school year 1971-72 because of the 1970 Foundation Program. Sixteen (67 percent) of the twenty-four superintendents answering the second question stated that they did not anticipate their systems would have to reduce the number of teachers for 1971-72 because of the 1970 Foundation Program.

Number of support staff. Four (13 percent) of the twenty-three superintendents answering the first question of this section, as shown in Table XIII.2, stated that their systems had to reduce the number of support staff for the school year 1970-71 because of the 1970 Foundation Program. Nineteen (87 percent) of the twenty-three superintendents answering the first question stated that their systems did not have to reduce the number of support staff for 1970-71 because of the 1970 Foundation Program.

TABLE XIII.2

NUMBER OF SUPPORT STAFF
RESPONSES FROM SUPERINTENDENTS

QUESTIONS	YES	%	NO	%
3. Did the 1970 (SFPP) require your system to reduce the number of support staff for 1970-71?	4	13	19	87
4. Do you anticipate that the 1970 (SFPP) will require your system to reduce the number of support staff for 1971-72?	5	21	18	79

Five (21 percent) of the twenty-three superintendents answering the second question in this section, as shown in Table XIII.2, stated that they anticipated their systems would be required to reduce the number of support staff for the school year 1971-72 because of the 1970 Foundation Program. Eighteen (79 percent) of the twenty-three superintendents answering the second question stated that their systems did not anticipate having to reduce the number of support staff for 1971-72 because of the 1970 Foundation Program.

Pre-employment classes. Twelve (100 percent) of the twelve superintendents answering the first question of this section, as shown in Table XIII.3, stated that their systems did not have to reduce the number of pre-employment classes for the school year 1970-71 because of the 1970 Foundation Program.

TABLE XIII.3

NUMBER OF PRE-EMPLOYMENT CLASSES
RESPONSES FROM SUPERINTENDENTS

QUESTIONS	YES	%	NO	%
5. Did the 1970 (SFPPF) require your system to reduce the number of pre-employment classes for 1970-71?	0	0	12	100
6. Do you anticipate that the 1970 (SFPPF) will require your system to reduce the number of pre-employment classes for 1971-72?	0	0	11	100

All of the eleven superintendents answering the second question of this section, as shown in Table XIII.3, stated that their systems did not

anticipate having to reduce the number of pre-employment classes in 1971-72 because of the 1970 Foundation Program.

Special-education classes. One (5 percent) of the twenty-one superintendents answering the first question of this section, as shown in Table XIII.4, stated that his system had to reduce the number of special-education classes for the school year 1970-71 because of the 1970 Foundation Program. Twenty (95 percent) of the twenty-one superintendents answering the first question stated that their systems did not have to reduce the number of special-education classes for 1970-71 because of the 1970 Foundation Program.

TABLE XIII.4

NUMBER OF SPECIAL-EDUCATION CLASSES
RESPONSES FROM SUPERINTENDENTS

QUESTIONS	YES	%	NO	%
7. Did the 1970 (SFPPF) require your system to reduce the number of special-education classes for 1970-71?	1	5	20	95
8. Do you anticipate that the 1970 (SFPPF) will require your system to reduce the number of special-education classes for 1971-72?	0	0	21	100

Twenty-one (100 percent) of the twenty-one superintendents answering the second question of this section, as shown in Table XIII.4, stated that they did not anticipate their systems would have to reduce the number of special-education classes for the school year 1971-72 because of the 1970 Foundation Program.

Sabbatical leave. Three (14 percent) of the twenty-two superintendents answering the first question of this section, as shown in Table XIII.5, stated that their systems had to reduce the number of teachers granted sabbatical leave for the school year 1970-71 because of the 1970 Foundation Program. Nineteen (86 percent) of the twenty-two superintendents answering the first question stated that their systems did not have to reduce the number of teachers granted sabbatical leave for 1970-71 because of the 1970 Foundation Program.

TABLE XIII.5

NUMBER OF TEACHERS GRANTED SABBATICAL LEAVE
RESPONSES FROM SUPERINTENDENTS

QUESTIONS	YES	%	NO	%
9. Did the 1970 (SFPPF) require your system to reduce the number of teachers granted sabbatical leave in 1970-71?	3	14	19	86
10. Do you anticipate that the 1970 (SFPPF) will require your system to reduce the number of teachers granted sabbatical leave in 1971-72?	5	25	15	75

Five (25 percent) of the twenty superintendents answering the second question of this section, as shown in Table XIII.5, stated that their systems anticipated they would have to reduce the number of teachers granted sabbatical leave for the school year 1971-72 because of the 1970 Foundation Program. Fifteen (75 percent) of the twenty superintendents answering the second question stated that their systems did not anticipate they would have to reduce the number of teachers

granted sabbatical leave for 1971-72 because of the 1970 Foundation Program.

Kindergarten classes. Two (14 percent) of the fourteen superintendents answering this question, as shown in Table XIII.6, stated that their systems had to postpone plans for kindergarten classes in the school year 1970-71 because of the 1970 Foundation Program.

Twelve (86 percent) of the fourteen superintendents answering this question stated that their systems did not have to postpone plans for kindergarten classes in the school year 1970-71 because of the 1970 Foundation Program.

The remaining twelve superintendents who did not respond to this question did not have kindergartens in their systems or did not anticipate having kindergartens in the near future.

TABLE XIII.6

KINDERGARTEN CLASSES
RESPONSES FROM SUPERINTENDENTS

QUESTION	YES	%	NO	%
11. Did the 1970 (SFPP) require your system to postpone plans for kindergarten classes in 1970-71?	2	14	12	86

Teacher-training bursaries. Fifteen (68 percent) of the twenty-two superintendents answering the first question of this section, as shown in Table XIII.7, stated that their systems had to reduce the number of teacher-training bursaries for the school year 1970-71. Four of the superintendents commented that the 1970 Foundation Program did not

influence the decision to reduce the number of teacher-training bursaries for 1970-71 but rather the abundant supply of teachers was the real factor in making the decision. Seven (32 percent) of the twenty-two superintendents answering the first question stated that their systems did not have to reduce the number of teacher-training bursaries for 1970-71.

TABLE XIII.7
TEACHER-TRAINING BURSARIES
RESPONSES FROM SUPERINTENDENTS

QUESTIONS	YES	%	NO	%
12. Did your system reduce the number of teacher-training bursaries awarded for 1970-71?	15	68	7	32
13. Does your system anticipate cancelling the teacher-training bursary program for 1971-72?	12	67	6	33

Twelve (67 percent) of the eighteen superintendents answering the second question of this section, as shown in Table XIII.7, stated that their systems anticipate they will have to cancel the teacher-training bursary program for the school year 1971-72. Five of the superintendents commented that the abundant supply of teachers did not warrant continuing the bursary program in 1971-72 and that the 1970 Foundation Program had no bearing on the decision. Six (33 percent) of the eighteen superintendents answering this second question stated that their systems did not anticipate having to cancel the teacher-training bursary program for 1971-72.

Librarians and teacher aides. Four of the twenty superintendents answering the first question of this section, as shown in Table XIII.8, stated that their systems intend replacing some full-time librarians with teacher aides in the school year 1971-72. Sixteen (80 percent) of the twenty superintendents answering this first question stated that their systems did not intend replacing any full-time librarians with teacher aides in 1971-72.

TABLE XIII.8

LIBRARIANS AND TEACHER AIDES
RESPONSES FROM SUPERINTENDENTS

QUESTIONS	YES	%	NO	%
14. Does your system intend replacing any full-time librarians with teacher aides in 1971-72?	4	20	16	80
15. Does your system intend replacing any part-time librarians with teacher aides in 1971-72?	5	23	17	77

Five (23 percent) of the twenty-two superintendents answering the second question in this section, as shown in Table XIII.8, stated that their systems intended replacing some of their part-time librarians with teacher aides in 1971-72. Seventeen (77 percent) of the twenty-two superintendents answering the second question stated that their systems did not intend replacing any of their part-time librarians with teacher aides in 1971-72.

Non-resident fees. Three (16 percent) of the nineteen

superintendents answering the first question of this section, as shown in Table XIII.9, stated that their systems had to raise their non-resident fees for 1970-71. Sixteen (84 percent) of the nineteen superintendents answering the first question stated that their systems did not have to raise their non-resident fees for 1970-71.

TABLE XIII.9
NON-RESIDENT FEES
RESPONSES FROM SUPERINTENDENTS

QUESTIONS	YES	%	NO	%
16. Did your system raise its non-resident fees for 1970-71?	3	16	16	84
17. Does your system anticipate having to raise its non-resident fees for 1971-72?	5	30	12	70

Five (30 percent) of the seventeen superintendents answering the second question of this section, as shown in Table XIII.9, stated that their systems anticipated that they would raise non-resident fees in 1971-72. Twelve (70 percent) of the seventeen superintendents answering this second question stated that their systems did not anticipate having to raise non-resident fees for 1971-72.

Inflation factor. Eight (33 percent) of the twenty-four superintendents answering this question, as shown in Table XIII.10, stated that their systems agreed that the six percent escalation factor was a sufficient increase in grants. Sixteen (67 percent) of the twenty-four superintendents answering this question stated that their systems felt

that the six percent inflation factor was not a sufficient increase in grants.

TABLE XIII.10
INFLATION FACTOR
RESPONSES FROM SUPERINTENDENTS

QUESTION	YES	%	NO	%
18. Does your system agree that the six percent inflation factor each year is sufficient to cover the rising cost of living?	8	33	16	67

Classroom unit weighting. Eight (35 percent) of the twenty-three superintendents answering this question, as shown in Table XIII.11, stated that their systems felt the CRU "weighting factor" as now calculated was fair and equitable. Fifteen (65 percent) of the twenty-three superintendents answering this question stated that their systems felt the CRU "weighting factor" as now calculated was not fair and equitable.

TABLE XIII.11
CLASSROOM UNIT WEIGHTING
RESPONSES FROM SUPERINTENDENTS

QUESTION	YES	%	NO	%
19. Does your system agree that the weighting made in the amount of support allocated to the classroom units (CRU's) is fair and equitable? (Elementary - 1; Junior High - 1.2; and Senior High - 1.8)	8	35	15	65

Plebiscites. Two (8 percent) of the twenty-five superintendents answering the first question of this section, as shown in Table XIII.12, stated that their systems anticipated, in the budget year 1971, having to seek the approval of the electors at a plebiscite for an amount in excess of the limits set on their total additional requisition (flexibility factor). Twenty-three (92 percent) of the twenty-five superintendents answering the first question stated that their systems did not anticipate having to hold a plebiscite in 1971.

TABLE XIII.12
PLEBISCITES
RESPONSES FROM SUPERINTENDENTS

QUESTIONS	YES	%	NO	%
20. Does your system anticipate, in the budget year 1971, having to seek the approval of the electors at a plebiscite for an amount in excess of the limits set on your total additional requisition (flexibility factor)?	2	8	23	92
21. Does your system anticipate, in the budget year 1972, having to seek the approval of the electors at a plebiscite for an amount in excess of the limits set on your total additional requisition (flexibility factor)?	6	26	17	74
22. Does your system think the reaction of your electors would be favorable if an amount of five percent in excess of the limits set on your additional requisition was submitted at a plebiscite?	1	4	24	96

Six (26 percent) of the twenty-three superintendents answering the second question of this section, as shown in Table XIII.12, stated that their systems anticipated, in the budget year 1972, that they would have to seek the approval of the electors at a plebiscite for an amount in excess of the limits set on their total additional requisition (flexibility factor). Seventeen (74 percent) of the twenty-three superintendents answering the second question stated that their systems did not anticipate having to hold a plebiscite in the budget year 1972.

One (4 percent) of the twenty-five superintendents answering the third question in this section, as shown in Table XIII.12, stated that his system thinks the reaction of the electors would be favorable if an amount of five percent in excess of the limits set on its total additional requisition was submitted at a plebiscite. Twenty-four (96 percent) of the twenty-five superintendents answering the third question stated that their systems think the reaction of the electors would not be favorable if an amount of five percent in excess of the limits set on their total additional requisition was submitted at a plebiscite.

Question twenty-three. The last question in the questionnaire consisted of four parts. It was hoped superintendents would give their opinion as to what the answer to each part should be. They were (a) the inflation factor required in your school system to take care of the rising cost of living. As shown in Table XIII.13, opinions varied from a low of four percent to a high of ten percent. The average of the responses from twenty-six superintendents was eight percent. (b) the weighting allocated to the CRU's of different instructional levels in your system. As shown in Table XIII.13, there was little difference in

TABLE XIII.13
QUESTION TWENTY-THREE
RESPONSES FROM SUPERINTENDENTS

(a) Inflation factor required - %	(b) Weighting for CRU's			(c) Pupil- teacher ratio	(d) Support staff amount - \$
8-10	1	1.2	1.8	22	15,000
10	1	1.5	1.8	25	11,000
4	1	1.0	1.0		
9	1	1.2	1.8	20	15,000
10	1	1.2	1.5	24	15,000
6	1	1.2	1.5	24	14,000
7	1	1.2	1.8	26	12,000
8	1	1.2	1.4	25	12,800
8	1	1.2	1.5	25	12,000
	1	1.2	1.4		
6	1	1.2	1.8	26	10,200
7	1	1.3	2.0	24	13,500
7.5	1	1.4	1.8	24	12,000
6	1	1.0	1.3	20	15,000
8	1	1.0	1.0	20	13,560
8-10	1.2	1.4	1.6	22	11,000
8	1	1.0	1.0	26	12,000
8	1	1.18	1.67	26	12,000
5- 6	1	1.2	1.8	26	12,000
10	1	1.5	1.8	20	15,000
6	1	1.2	1.5	20	15,000
9	1	1.5	2.0	26	10,200
8-10	1.2	1.2	1.8	25	12,000
8	1.2	1.5	1.8	22	15,000
5.5	1	1.2	1.5	24	12,000
10	1.5	1.0	1.2	25	11,500
Av. 8%	Av. 1.04	1.22	1.58	Av. 24 pupils	Av. \$12,880

the responses of twenty-six superintendents from the "weighting factor" established by the 1970 Foundation Program. (c) the number of classroom units calculated on the basis of twenty-six pupils per teacher would be more equitable if a different figure was used. Twenty-five superintendents responding to this statement, as shown in Table XIII.13, gave a range of figures from twenty to twenty-six, an average of twenty-four pupils, and (d) the amount of \$10,200 allowed for each support staff a board is deemed to employ would be more equitable if the figures in Table XIII.13 were used. The amounts as submitted by twenty-five superintendents ranged from \$10,200 to \$15,000, an average of \$12,880.

Responses from Secretary-Treasurers

Out of the sample of thirty-four systems nine were small districts and as expected five of these did not return their questionnaires, however, the return was at a very creditable level (85.2 percent).

Number of teachers. Nine (33 percent) of the twenty-seven secretary-treasurers answering the first question of this section, as shown in Table XIV.1, stated that their systems had to reduce the number of teachers for the school year 1970-71 because of the 1970 Foundation Program. Eighteen (67 percent) of the twenty-seven secretary-treasurers answering this question stated their systems did not have to reduce the number of teachers for 1970-71 because of the 1970 Foundation Program.

Twelve (44 percent) of the twenty-seven secretary-treasurers answering the second question of this section, as shown in Table XIV.1, stated that they anticipated their systems would have to reduce the number of teachers for the school year 1971-72 because of the 1970 Foundation Program. Fifteen (56 percent) of the twenty-seven secretary-

treasurers answering the second question stated that they did not anticipate their systems would have to reduce the number of teachers for 1971-72 because of the 1970 Foundation Program.

TABLE XIV.1
NUMBER OF TEACHERS
RESPONSES FROM SECRETARY-TREASURERS

QUESTIONS	YES	%	NO	%
1. Did the 1970 (SFPP) require your system to reduce the number of teachers for 1970-71?	9	33	18	67
2. Do you anticipate that the 1970 (SFPP) will require your system to reduce the number of teachers for 1971-72?	12	44	15	56

Number of support staff. Three (12 percent) of the twenty-six secretary-treasurers answering the first question of this section, as shown in Table XIV.2, stated that their systems had to reduce the number of support staff for the school year 1970-71 because of the 1970 Foundation Program. Twenty-three (88 percent) of the twenty-six secretary-treasurers answering this question stated their systems did not have to reduce the number of support staff for the school year 1970-71 because of the 1970 Foundation Program.

Six (23 percent) of the twenty-six secretary-treasurers answering the second question of this section, as shown in Table XIV.2, stated that they anticipated their systems would have to reduce the number of support staff for 1971-72 because of the 1970 Foundation Program. Twenty (77 percent) of the twenty-six secretary-treasurers answering the second

question stated that they did not anticipate their systems would have to reduce the number of support staff for 1971-72 because of the 1970 Foundation Program.

TABLE XIV.2
NUMBER OF SUPPORT STAFF
RESPONSES FROM SECRETARY-TREASURERS

QUESTIONS	YES	%	NO	%
3. Did the 1970 (SFPPF) require your system to reduce the number of support staff for 1970-71?	3	12	23	88
4. Do you anticipate that the 1970 (SFPPF) will require your system to reduce the number of support staff for 1971-72?	6	23	20	77

Pre-employment classes. One (7 percent) of the fifteen secretary-treasurers answering the first question of this section, as shown in Table XIV.3, stated that their systems had to reduce the number of pre-employment classes for the school year 1970-71 because of the 1970 Foundation Program. Fourteen (93 percent) of the fifteen secretary-treasurers answering the first question stated that their systems did not have to reduce the number of pre-employment classes for 1970-71 because of the 1970 Foundation Program.

Two (14 percent) of the fourteen secretary-treasurers answering the second question in this section, as shown in Table XIV.3, stated that they anticipated their systems would reduce the number of pre-employment classes in the school year 1971-72 because of the 1970 Foundation Program. Twelve (86 percent) of the fourteen secretary-

treasurers answering the second question stated that they did not anticipate their systems would have to reduce the number of pre-employment classes in 1971-72 because of the 1970 Foundation Program.

TABLE XIV.3
PRE-EMPLOYMENT CLASSES
RESPONSES FROM SECRETARY-TREASURERS

QUESTIONS	YES	%	NO	%
5. Did the 1970 (SFPP) require your system to reduce the number of pre-employment classes for 1970-71?	1	7	14	93
6. Do you anticipate that the 1970 (SFPP) will require your system to reduce the number of pre-employment classes in 1971-72?	2	14	12	86

Special-education classes. Two (9 percent) of the twenty-three secretary-treasurers answering the first question of this section, as shown in Table XIV.4, stated that their systems had to reduce the number of special-education classes for the school year 1970-71 because of the 1970 Foundation Program. Twenty-one (91 percent) of the twenty-three secretary-treasurers answering the first question stated that their systems did not have to reduce the number of special-education classes for 1970-71 because of the 1970 Foundation Program.

Three (14 percent) of the twenty-two secretary-treasurers answering the second question of this section, as shown in Table XIV.4, stated that their systems anticipated they would have to reduce the number of special-education classes for the school year 1971-72 because

of the 1970 Foundation Program. Nineteen (86 percent) of the twenty-two secretary-treasurers answering the second question stated that their systems did not anticipate they would have to reduce the number of special-education classes for 1971-72 because of the 1970 Foundation Program.

TABLE XIV.4
SPECIAL-EDUCATION CLASSES
RESPONSES FROM SECRETARY-TREASURERS

QUESTIONS	YES	%	NO	%
7. Did the 1970 (SFPP) require your system to reduce the number of special-education classes for 1970-71?	2	9	21	91
8. Do you anticipate that the 1970 (SFPP) will require your system to reduce the number of special-education classes for 1971-72?	3	14	19	86

Sabbatical leave. Five (21 percent) of the twenty-four secretary-treasurers answering the first question of this section, as shown in Table XIV.5, stated that their systems had to reduce the number of teachers granted sabbatical leave for the school year 1970-71 because of the 1970 Foundation Program. Nineteen (79 percent) of the twenty-four secretary-treasurers answering the first question stated that their systems did not have to reduce the number of teachers granted sabbatical leave for 1970-71 because of the 1970 Foundation Program.

Eight (32 percent) of the twenty-five secretary-treasurers answering the second question of this section, as shown in Table XIV.5,

stated that their systems anticipated they would have to reduce the number of teachers granted sabbatical leave for the school year 1971-72 because of the 1970 Foundation Program. Seventeen (68 percent) of the twenty-five secretary-treasurers answering the second question stated that their systems did not anticipate they would have to reduce the number of teachers granted sabbatical leave for 1971-72 because of the 1970 Foundation Program.

TABLE XIV.5
SABBATICAL LEAVE
RESPONSES FROM SECRETARY-TREASURERS

QUESTIONS	YES	%	NO	%
9. Did the 1970 (SFPP) require your system to reduce the number of teachers granted sabbatical leave in 1970-71?	5	21	19	79
10. Do you anticipate that the 1970 (SFPP) will require your system to reduce the number of teachers granted sabbatical leave in 1971-72?	8	32	17	68

Kindergarten classes. Three (19 percent) of the sixteen secretary-treasurers answering this question, as shown in Table XIV.6, stated that their systems had to postpone plans for kindergarten classes in the school year 1970-71 because of the 1970 Foundation Program.

Thirteen (81 percent) of the sixteen secretary-treasurers answering this question stated that their systems did not have to postpone plans for kindergarten classes in the school year 1970-71 because of the 1970 Foundation Program.

TABLE XIV.6
KINDERGARTEN CLASSES
RESPONSES FROM SECRETARY-TREASURERS

QUESTION	YES	%	NO	%
11. Did the 1970 (SFPPF) require your system to postpone plans for kindergarten classes in 1970-71?	3	19	13	81

Teacher-training bursaries. Thirteen (62 percent) of the twenty-one secretary-treasurers answering the first question of this section, as shown in Table XIV.7, stated that their systems had to reduce the number of teacher-training bursaries for the school year 1970-71. Eight (38 percent) of the twenty-one secretary-treasurers answering the first question stated that their systems did not have to reduce the number of teacher-training bursaries for 1970-71.

TABLE XIV.7
TEACHER-TRAINING BURSARIES
RESPONSES FROM SECRETARY-TREASURERS

QUESTIONS	YES	%	NO	%
12. Did your system reduce the number of teacher-training bursaries awarded for 1970-71?	13	62	8	38
13. Does your system anticipate cancelling the teacher-training bursary program for 1971-72?	14	70	6	30

Fourteen (70 percent) of the twenty secretary-treasurers answering the second question of this section, as shown in Table XIV.7, stated that their systems anticipate they will have to cancel the teacher-training bursary program for the school year 1971-72. Six (30 percent) of the twenty secretary-treasurers answering this second question stated that their systems did not anticipate having to cancel the teacher-training bursary program for 1971-72.

Librarians and teacher-aides. Three (14 percent) of the twenty-one secretary-treasurers answering the first question of this section, as shown in Table XIV.8, stated that their systems intend replacing some full-time librarians with teacher-aides in the school year 1971-72. Eighteen (86 percent) of the twenty-one secretary-treasurers answering this first question stated that their systems did not intend replacing any full-time librarians with teacher-aides in 1971-72.

TABLE XIV.8

LIBRARIANS AND TEACHER-AIDES
RESPONSES FROM SECRETARY-TREASURERS

QUESTIONS	YES	%	NO	%
14. Does your system intend replacing any full-time librarians with teacher-aides in 1971-72?	3	14	18	86
15. Does your system intend replacing any part-time librarians with teacher-aides in 1971-72?	6	25	18	75

Six (25 percent) of the twenty-four secretary-treasurers answering

the second question in this section, as shown in Table XIV.8, stated that their systems intended replacing some of their part-time librarians with teacher-aides in 1971-72. Eighteen (75 percent) of the twenty-four secretary-treasurers answering the second question stated that their systems did not intend replacing any of their part-time librarians with teacher-aides in 1971-72.

Non-resident fees. Five (26 percent) of the nineteen secretary-treasurers answering the first question of this section, as shown in Table XIV.9, stated that their systems had to raise their non-resident fees for 1970-71. Fourteen (74 percent) of the nineteen secretary-treasurers answering the first question stated that their systems did not have to raise their non-resident fees for 1970-71.

TABLE XIV.9

NON-RESIDENT FEES
RESPONSES FROM SECRETARY-TREASURERS

QUESTIONS		YES	%	NO	%
16.	Did your system raise its non-resident fees for 1970-71?	5	26	14	74
17.	Does your system anticipate having to raise its non-resident fees for 1971-72?	7	39	11	61

Seven (39 percent) of the eighteen secretary-treasurers answering the second question of this section, as shown in Table XIV.9, stated that their systems anticipated that they would raise non-resident fees in 1971-72. Eleven (61 percent) of the eighteen secretary-treasurers

answering this second question stated that their systems did not anticipate having to raise non-resident fees for 1971-72.

Inflation factor. Eleven (41 percent) of the twenty-seven secretary-treasurers answering this question, as shown in Table XIV.10, stated that their systems agreed that the six percent escalation factor was a sufficient increase in grants.

TABLE XIV.10
INFLATION FACTOR
RESPONSES FROM SECRETARY-TREASURERS

QUESTION	YES	%	NO	%
18. Does your system agree that the six percent inflation factor each year is sufficient to cover the rising cost of living?	11	41	16	59

Sixteen (59 percent) of the twenty-seven secretary-treasurers answering this question stated that their systems felt that the six percent inflation factor was not a sufficient increase in grants.

Classroom unit weighting. Fourteen (48 percent) of the twenty-nine secretary-treasurers answering this question, as shown in Table XIV.11, stated that their systems felt the CRU "weighting factor" as now calculated was fair and equitable.

Fifteen (52 percent) of the twenty-nine secretary-treasurers answering this question stated that their systems felt the CRU "weighting factor" as now calculated was not fair and equitable.

TABLE XIV.11
CLASSROOM UNIT WEIGHTING
RESPONSES FROM SECRETARY-TREASURERS

QUESTION	YES	%	NO	%
19. Does your system agree that the weighting made in the amount of support allocated to the classroom units (CRU's) is fair and equitable? (Elementary - 1; Junior - 1.20; and Senior High - 1.80)	14	48	15	52

Plebiscites. Three (11 percent) of the twenty-seven secretary-treasurers answering the first question of this section, as shown in Table XIV.12, stated that their systems anticipated, in the budget year 1971, having to seek the approval of the electors at a plebiscite for an amount in excess of the limits set on their total additional requisition (flexibility factor). Twenty-four (89 percent) of the twenty-seven secretary-treasurers answering the first question stated that their systems did not anticipate having to hold a plebiscite in 1971.

Nine (33 percent) of the twenty-seven secretary-treasurers answering the second question of this section, as shown in Table XIV.12, stated that their systems anticipated, in the budget year 1972, that they would have to seek the approval of the electors at a plebiscite for an amount in excess of the limits set on their total additional requisition (flexibility factor). Eighteen (67 percent) of the twenty-seven secretary-treasurers answering the second question stated that their systems did not anticipate having to hold a plebiscite in the budget year 1972.

TABLE XIV.12
PLEBISCITES
RESPONSES FROM SECRETARY-TREASURERS

QUESTIONS	YES	%	NO	%
20. Does your system anticipate, in the budget year 1971, having to seek the approval of the electors at a plebiscite for an amount in excess of the limits set on your total additional requisition (flexibility factor)?	3	11	24	89
21. Does your system anticipate, in the budget year 1972, having to seek the approval of the electors at a plebiscite for an amount in excess of the limits set on your total additional requisition (flexibility factor)?	9	33	18	67
22. Does your system think the reaction of your electors would be favorable if an amount of five percent in excess of the limits set on your total additional requisition was submitted at a plebiscite?	1	4	25	96

One (4 percent) of the twenty-six secretary-treasurers answering the third question in this section, as shown in Table XIV.12, stated that his system thinks the reaction of the electors would be favorable if an amount of five percent in excess of the limits set on its total additional requisition was submitted at a plebiscite. Twenty-five (96 percent) of the twenty-six secretary-treasurers answering the third question stated that their systems think the reaction of the electors would not be favorable if an amount of five percent in excess of the limits set on their total additional requisition was submitted at a plebiscite.

Question twenty-three. The last question consisted of the following four parts: (a) inflation factor required in your system, (b) weighting allocated to CRU's of different instructional levels, (c) number of pupils to calculate CRU's, and (d) amount allowed for each support staff. The results of this question are shown in Table XIV.13.

A majority of the twenty-eight secretary-treasurers answering the first part felt that the inflation factor of six percent was not high enough to take care of increased costs. Opinions of amounts ranged from a low of four percent to a high of twelve percent with the average being eight percent.

Twenty-seven secretary-treasurers answering the second part concerning classroom weighting for instructional levels were quite conservative in their opinions. Answers for elementary ranged from a low of one to a high of 1.5 with the average being 1.1. Answers for junior high ranged from a low of one to a high of 1.8 with the average being 1.4. Answers for senior high ranged from a low of one to a high of two with the average being 1.7.

TABLE XIV.13
QUESTION TWENTY-THREE
RESPONSES FROM SECRETARY-TREASURERS

(a) Inflation factor requires - %	(b) Weighting for CRU's			(c) Pupil- teacher ratio	(d) Support staff amount - \$
8	1	1.08	1.67	26	12,500
7.5		1.7	1.1		
6-8	1	1.3	2.0	19	11,400
7	1	1.6	1.8	24	13,500
8	1.2	1.4	1.8	22	
5	1.2	1.5	1.8	21	12,000
	1	1.2		26	15,000
12	1	1.5	1.8	21	10,150
8	1.2	1.2	1.8	26	12,500
9	1	1.2	1.6	20	12,000
6				24	
8-10	1.2	1.4	1.6	22	11,000
8	1.2	1.3	1.4	25	11,800
10	1	1.5	2.0	20	13,800
7-8	1	1.0	1.0	24	
5	1	1.2	1.8	23	13,000
6	1	1.2	1.8	26	10,200
10	1	1.2	1.4		10,500
4	1.5	1.8	2.0	20	12,000
5-6	1	1.0	1.6	24	12,000
10	1	1.2	1.8	26	14,000
8.6	1.2	1.6	1.9	19	11,500
6	1	1.5	2.0	23	15,000
9	1	1.5	1.6	20	12,000
8	1			22	12,500
7	1	1.2	1.4	20	11,400
6.25	1	1.5	2.0	20	12,800
6	1	1.2	1.8	22	13,500
6	1	1.2	1.6	24	15,000
Av. 8	% av. 1.1	1.4	1.7	Av. 23 pupils	Av. \$12,402

A majority of the twenty-seven secretary-treasurers answering the third part concerning pupil-teacher ratio felt that the number of twenty-six pupils was too high. Answers ranged from a low of nineteen pupils to a high of twenty-six with the average being twenty-three pupils.

Twenty-three secretary-treasurers answering the fourth part felt that the amount of \$10,200 for each support staff was too low. Answers ranged from a low of \$10,150 to a high of \$15,000 the average being \$12,402.

Comparison of Responses From Superintendents and Secretary-Treasurers

A comparison of responses, as shown in Table XV, from superintendents and secretary-treasurers, to the twenty-three questions, indicated they had little disagreement. Assuming that the questionnaires were responded to individually, secretary-treasurers' and superintendents' opinions appear to vary mainly on the effect the 1970 Foundation Program had and will have on pre-employment classes, special-education classes, sabbatical leave and kindergarten. The percentage differences (from seven to fourteen percent) are relatively small but it would appear from the data that secretary-treasurers felt more strongly than superintendents that their systems had reduced the numbers and anticipated further reductions in these areas. There was almost complete agreement between secretary-treasurers and superintendents concerning plebiscites. They both felt that there was little likelihood of a plebiscite in 1971 but not quite so certain about 1972, however, they agreed that a plebiscite for an additional requisition would be rejected by the electors in any event. As shown in Table VIII there was almost complete agreement on the four parts of question twenty-three which were: inflation factor

TABLE XV
COMPARISON OF RESPONSES FROM SUPERINTENDENTS
AND SECRETARY-TREASURERS TO QUESTIONNAIRES

QUESTIONS	YES - % responding		NO - % responding	
	Super-intendents	Secretary-Treasurers	Super-intendents	Secretary-Treasurers
1. Reduced number of teachers for 1970-71.	40	33	60	67
2. Anticipate reducing number of teachers for 1971-72.	33	44	67	56
3. Reduced number of support staff for 1970-71.	13	12	87	88
4. Anticipate reducing number of support staff for 1971-72.	21	20	79	80
5. Reduced number of pre-employment classes for 1970-71.	0	7	100	93
6. Anticipate reducing number of pre-employment classes for 1971-72.	0	14	100	86
7. Reduced number of special-education classes for 1970-71.	5	9	95	91
8. Anticipate reducing number of special-education classes for 1971-72.	0	14	100	86

TABLE XV (continued)

QUESTIONS	YES - % responding		NO - % responding	
	Super-intendents	Secretary-Treasurers	Super-intendents	Secretary-Treasurers
9. Reduced number of teachers granted sabbatical leave for 1970-71.	14	21	86	79
10. Anticipate reducing number of teachers granted sabbatical leave for 1971-72.	25	32	75	68
11. Postponed plans for kindergarten classes for 1970-71.	14	19	86	91
12. Reduced number of teacher-training bursaries for 1970-71.	68	62	32	38
13. Anticipate cancelling teacher-training bursary program for 1971-72.	67	70	33	30
14. Intend replacing some full-time librarians with teacher-aides in 1971-72.	20	14	80	86
15. Intend replacing some part-time librarians with teacher-aides in 1971-72.	23	25	77	75

TABLE XV (continued)

QUESTIONS	YES - % responding		NO - % responding	
	Super-intendents	Secretary-Treasurers	Super-intendents	Secretary-Treasurers
16. Raised non-resident fees for 1970-71.	16	26	84	74
17. Anticipate raising non-resident fees for 1971-72.	30	39	70	61
18. Agreed that the six percent inflation factor is sufficient.	33	41	67	59
19. Agreed that the weighting allocated to CRU's was fair and equitable.	35	48	65	52
20. Anticipate plebiscite in 1971 for approval of additional requisition.	8	11	92	89
21. Anticipate plebiscite in 1972 for approval of additional requisition.	26	33	74	67
22. Anticipate favorable reaction from electors to plebiscite for additional requisition.	4	4	96	96

TABLE XV (continued)

QUESTION	Superintendents (average figure)	Secretary-Treasurers (average figure)
23. In your opinion, what should be the answers to the following statements:		
(a) The inflation factor required in your system to take care of the rising cost of living.	8%	8%
(b) The weighting allocated to the CRU's of different levels in your system.		
Elementary	1.04	1.10
Junior High	1.22	1.40
Senior High	1.58	1.70
(c) The number of classroom units now calculated on the basis of twenty-six pupils per teacher would be more equitable if it was calculated using this number.	24 pupils	23 pupils
(d) The amount of \$10,200 allowed for each support staff a board is deemed to employ, would be more reasonable and equitable at this figure.	\$12,880	\$12,402

required, weighting allocated to CRU's, pupil-teacher ratio, and amount allowed for each support staff.

Summary of Findings

The findings of the effect of the 1970 Foundation Program on current and future educational practices, as revealed in the questionnaire, in thirty-four systems in Alberta were presented in this chapter. The major findings were:

1. Most systems (60 percent reported by superintendents and 67 percent by secretary-treasurers) did not have to reduce the number of teachers for 1970-71 and most systems (67 percent reported by superintendents and 56 percent by secretary-treasurers) did not anticipate reducing the number of teachers for 1971-72 because of the 1970 Foundation Program. A few areas, however, it should be noted, did make some reduction in 1970-71 and anticipate making some reductions in 1971-72. In spite of the optimistic views of boards that the Government was not really serious about limiting the increase in grants on classroom units for 1971 to six percent, this has now become a reality. There is every likelihood in view of this limitation that some boards may attempt to further reduce teaching staff for 1971-72 or at least "freeze" the number of teachers at its present level. Perhaps more economical use of the present staff would help solve the problem. The 1970 Foundation Program appears to be having some effect on the operation of Alberta school systems.

2. Most systems (87 percent reported by superintendents and 88 percent by secretary-treasurers) did not have to reduce the number of support staff for 1970-71 and most systems (79 percent reported by

superintendents and 80 percent by secretary-treasurers) did not anticipate reducing the number of support staff for 1971-72 because of the 1970 Foundation Program. The answers to this question viewed four months after the questionnaire was distributed now appear somewhat naive. Large city systems, while not actually threatening to reduce the numbers of support staff, are certainly curtailing any expansion and it is conceivable that reductions might actually be made in 1972.

3. Practically all systems (100 percent reported by superintendents and 86 percent by secretary-treasurers) did not have to reduce the number of pre-employment classes for 1970-71 and most systems (100 percent reported by superintendents and 86 percent by secretary-treasurers) did not anticipate reducing the number of pre-employment classes for 1971-72 because of the 1970 Foundation Program. The procedure here was to maintain the "status quo," that is, no reduction or no increase. A secretary-treasurer commented on the questionnaire to the effect that it is not a matter of not needing additional classes but that these classes were low on the priority list and money was scarce even for essential services.

4. A great majority (95 percent as reported by superintendents and 91 percent by secretary-treasurers) did not have to reduce the number of special-education classes for 1970-71 and most systems (100 percent as reported by superintendents and 86 percent by secretary-treasurers) did not anticipate reducing the number of special-education classes for 1971-72 because of the 1970 Foundation Program. Two superintendents and one secretary-treasurer stated in their comments that their systems could use more classes but the 1970 Foundation Program left little leeway for expansion after the regular teaching classes were

financed. These three respondents felt that special-education classes should be paid for in full by the Government.

5. Most systems (86 percent as reported by superintendents and 79 percent by secretary-treasurers) did not have to reduce the number of teachers granted sabbatical leave for 1970-71 and most systems (75 percent as reported by superintendents and 68 percent by secretary-treasurers) did not anticipate reducing the number of teachers granted sabbatical leave for 1971-72 because of the 1970 Foundation Program. Since most sabbatical leaves are granted only at the discretion of the board it would appear that in spite of the responses and in view of the "tight" money policy some boards will be forced to curtail the number of teachers receiving sabbatical leave.

6. Most systems (86 percent as reported by superintendents and 91 percent by secretary-treasurers) did not have to postpone plans for kindergarten classes for 1970-71. It would be safe to say that a large number of those respondents who stated they did not have to postpone plans for a kindergarten in reality did not have any concrete plans for new classes of this kind. Boards are likely waiting for kindergarten incentive and operating grants before committing themselves to pre-school education classes.

7. Most systems (68 percent as reported by superintendents and 62 percent by secretary-treasurers) reduced the number of teacher-training bursaries for 1970-71 and most systems (67 percent as reported by superintendents and 70 percent by secretary-treasurers) anticipate cancelling their teacher-training bursary programs for 1971-72. Ten of the respondents stated in separate comments that the 1970 Foundation Program had little effect on the cancellation of teacher-training

bursaries. The plentiful supply of teachers made this program virtually obsolete.

8. Most systems (80 percent as reported by superintendents and 86 percent by secretary-treasurers) do not intend replacing any full-time librarians with teacher-aides in 1971-72 and most systems (77 percent as reported by superintendents and 75 percent by secretary-treasurers) did not intend replacing any part-time librarians with teacher-aides in 1971-72. Trained teacher-aides are in scarce supply for any purpose. Boards would like to hire more non-professional help but they see no way of replacing librarians with unskilled help even if it does effect economies.

9. Most systems (84 percent as reported by superintendents and 74 percent by secretary-treasurers) did not raise non-resident fees for 1970-71 and most systems (70 percent as reported by superintendents and 61 percent by secretary-treasurers) did not anticipate raising non-resident fees for 1971-72.

10. Most systems (67 percent as reported by superintendents and 59 percent by secretary-treasurers) stated that the six percent inflation factor was not sufficient to cover rising costs. The Minister's Committee (1969:VI) recommended that the escalation factor for years two and three of the provincial plan (Foundation Program) be struck initially by employing a rate of six percent. Notwithstanding this recommendation the committee recommended that future adjustments of the escalation factor reflect changes in the average provincial wage scale. Boards were hopeful that the Government in 1971 would indeed grant a six percent increase in classroom unit and support staff grants plus an additional percentage to take care of changes in salaries.

Superintendents and secretary-treasurers felt the inflation factor should have been eight percent. The Government did not adopt the recommendation of the Minister's Committee for a higher grant to reflect changes in salaries but held to the six percent increase as outlined in the 1970 Foundation Program Regulations. The implication was that salary schedules were a local responsibility and that Government grants should not anticipate or even suggest any further salary increases.

11. Most systems (65 percent as reported by superintendents and 52 percent by secretary-treasurers) stated that the weighting allocated to CRU's was not fair and equitable.

12. A large majority of systems (92 percent as reported by superintendents and 89 percent by secretary-treasurers) stated that they would not have to seek an amount in addition to the supplementary requisition by plebiscite in 1971. A smaller number (74 percent as reported by superintendents and 67 percent by secretary-treasurers) of systems stated that they would not have to seek an additional amount of supplementary requisition by plebiscite in 1972. A great majority of systems (96 percent as reported by superintendents and 96 percent by secretary-treasurers) stated that, in their opinion, the reaction of electors to a plebiscite would not be favorable in any event. It is quite evident that boards want no part in a plebiscite, now, or in the future. Expenditures will have to remain within the limits of the revenue supplied by the 1970 Foundation Program Fund and the 1969 supplementary requisition plus a flexibility factor. It is also quite possible that some board will, as a test case, try to convince its electors at a plebiscite it requires extra money to meet expenses. Should the plebiscite fail to pass as most administrators predict, the board and ultimately the Government

will be faced with this deficit budget. The effects of the 1970 Foundation Program will indeed be felt not only financially but politically according to comments from secretary-treasurers.

CHAPTER V

ANALYSIS AND FINDINGS

DEPARTMENT OF EDUCATION RECORDS

This is the second of two chapters that report the findings derived from the study and it deals with data gathered from the Department of Education records. These data cover the financial years 1967 to 1972 inclusive and the school years 1967-68 to 1972-73 inclusive.

For purposes of analysis the data were grouped under the following main and sub-headings:

1. Revenue
 - A. School Foundation Program Fund
 - B. Supplementary requisition
 - C. Flexibility factor
 - D. Additional supplementary requisitions
 - E. Special grants
 - F. Escalation factor.
2. Expenditures
 - A. Instruction
 - B. Instructional aids
 - C. Plant operation and maintenance
 - D. Conveyance and maintenance of pupils.
3. Equalized assessment
 - A. Per pupil assessment
 - B. Per teacher assessment.
4. School personnel
 - A. Pupil enrolment
 - B. Teaching staff
 - C. Pupil-teacher ratio
 - D. Support staff.

5. Classrooms

- A. Operation
- B. Eligible classroom units
- C. Weighted classroom units.

Tables and figures for the above headings, where necessary, are supplied to show changes, if any, that occurred in either the financial years 1967 to 1972 inclusive or the school years 1967-68 to 1972-73 inclusive. Most of the figures were available from Department of Education records but where it was necessary to use projected figures this was indicated in the tables. It should be pointed out that the projected figures were supplied also by the Department of Education.

Revenue

Total revenue (Table XVI) for each of the years 1967 to 1972 inclusive for each of the thirty-four systems in the sample increased substantially. The yearly increase available to school boards under the 1961 Foundation Program was still very much in evidence under the 1970 Foundation Program.

The mean percentage increase for the ten divisions for the years 1967 to 1969 under the 1961 Foundation Program was thirty-five percent. The mean percentage increase for the ten divisions for the years 1970 to 1972 under the 1970 Foundation Program was ten percent.

The mean percentage increase for the ten counties for the years 1967 to 1969 under the 1961 Foundation Program was twenty-five percent. The mean percentage increase for the ten counties for the years 1970 to 1972 under the 1970 Foundation Program was fourteen percent.

The mean percentage increase for the five cities for the years 1967 to 1969 under the 1961 Foundation Program was thirty-three percent.

TABLE XVI
TOTAL REVENUE

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions. Mean % increase: 1967 to 1969--25%; 1970 to 1972--10%						
Acadia	813,862	939,445	1,031,820	1,051,593	1,189,480	1,232,265
Yellowhead	2,856,380	3,336,160	3,767,928	4,326,548	4,713,623	4,925,983
Sullivan Lake	352,577	377,191	421,784	423,077	462,224	475,787
Starland	596,919	657,431	678,781	682,020	706,234	733,486
Peace River	2,037,677	2,326,199	2,544,934	2,890,360	3,060,748	3,194,038
Wainwright	1,231,233	1,392,459	1,555,929	1,816,287	1,919,318	2,006,261
Provost	692,675	780,875	863,128	1,041,534	1,108,495	1,116,448
Lac La Biche	1,431,783	1,621,847	1,725,945	1,930,392	2,023,809	2,111,904
Fort Vermilion	1,006,087	1,444,278	1,657,002	1,819,264	1,854,700	1,928,803
Cardston	1,509,548	1,849,417	2,981,799	2,520,865	2,395,480	2,511,129
Counties. Mean % increase: 1967 to 1969--25%; 1970 to 1972--14%						
Lacombe	2,536,585	2,689,214	3,034,340	3,293,715	3,487,831	3,650,046
Red Deer	2,794,810	3,222,041	3,556,453	3,847,642	4,237,120	4,427,563
Minburn	1,635,727	1,880,667	1,949,592	2,058,387	2,189,554	2,292,658
Ponoka	2,347,021	2,613,067	2,932,032	3,258,860	3,405,421	3,565,533
Grande Prairie	1,998,518	2,160,948	2,383,042	2,555,376	2,644,139	2,756,323
Mountain View	2,556,852	2,977,432	3,367,442	3,690,718	4,083,988	4,272,118
Lethbridge	1,987,604	2,343,708	2,597,634	2,738,190	2,866,296	3,023,804
Smoky Lake	936,194	1,053,807	1,046,570	1,124,038	1,272,644	1,315,643
Newell	1,136,558	1,162,576	1,277,717	1,361,039	1,467,462	1,535,407
Thorhild	898,048	1,061,748	1,251,894	1,383,346	1,581,096	1,654,973
Cities. Mean % increase: 1967 to 1969--33%; 1970 to 1972--16%						
Edmonton	39,566,063	47,468,778	54,970,775	62,109,339	68,029,576	72,252,616
Grande Prairie	1,483,937	1,593,026	1,906,455	2,430,881	2,686,074	2,885,547
Lethbridge	3,725,877	4,384,947	5,249,581	6,011,237	6,672,418	7,143,081
Wetaskiwin C.S.	102,467	104,277	116,993	123,237	138,965	145,712
Edmonton C.S.	14,361,345	17,435,078	20,688,033	23,863,727	26,416,268	27,573,198
Districts. Mean % increase: 1967 to 1969--28%; 1970 to 1972--13%						
Bonnyville	496,375	552,939	600,273	645,753	687,038	720,747
Hanna	541,785	569,564	628,007	652,511	685,774	704,038
Banff	386,518	485,660	514,135	554,517	562,536	581,520
St. Martin's C.S.	159,684	168,059	167,904	177,037	201,688	211,378
Grimshaw C.S.	119,991	142,785	183,644	154,487	162,544	169,635
Bow Island C.S.	120,074	139,101	159,727	172,358	185,768	195,214
Whitcourt C.S.	47,664	55,234	60,817	60,939	74,134	77,586
Nampa C.S.	39,180	46,404	51,939	64,113	65,273	66,272
Grovedale	56,674	58,583	76,415	80,110	94,218	97,738

^aProjected.

The mean percentage increase for the five cities for the years 1970 to 1972 under the 1970 Foundation Program was sixteen percent.

The mean percentage increase for the nine small districts for the years 1967 to 1969 under the 1961 Foundation Program was twenty-eight percent. The mean percentage increase for the nine small districts for the years 1970 to 1972 under the 1970 Foundation Program was thirteen percent.

School Foundation Program Fund. The money for both the 1961 Foundation Program and the 1970 Foundation Program came from two sources:

Source 1: The General Revenues of the Province. These include revenues realized from provincial excise taxes, federal income tax collections and the sale of mineral leases. The government votes a portion of these revenues into the School Foundation Program Fund.

Source 2: A Standard Levy on Equalized Assessments. This is a separate tax on the assessed value of property in the province. The levy for the 1970 Foundation Program Fund was set at thirty mills. All classes of real property that are not exempt are included in the equalized assessment. A local jurisdiction contributes to the Foundation Program Fund on the basis of its equalized assessment.

There was a steady increase in the amount of funds paid each year to school systems out of the School Foundation Program Fund (Table XVII) from 1967 to 1972. The increases resulted from the rising costs of elementary and secondary education in the province.

The mean percentage increase in the funds for the ten divisions for the years 1967 to 1969 under the 1961 Foundation Program was twenty percent. The mean percentage increase in the funds for the ten divisions

TABLE XVII
SCHOOL FOUNDATION PROGRAM FUND

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions. Mean % increase: 1967 to 1969--20%; 1970 to 1972--9%						
Acadia	631,965	663,009	721,544	838,886	951,257	985,812
Yellowhead	2,357,927	2,733,824	2,993,604	3,565,239	3,770,899	3,940,784
Sullivan Lake	271,916	276,642	290,936	296,053	323,557	333,051
Starland	488,857	508,590	534,623	586,134	607,362	630,872
Peace River	1,708,578	1,854,942	2,028,105	2,467,892	2,601,636	2,714,933
Wainwright	1,119,851	1,181,948	1,280,276	1,606,348	1,689,550	1,765,513
Provost	614,131	664,596	695,371	833,228	886,796	893,159
Lac La Biche	1,136,951	1,263,489	1,321,961	1,606,734	1,700,616	1,774,639
Fort Vermilion	632,218	901,004	1,024,318	1,243,163	1,290,293	1,350,161
Cardston	1,201,050	1,238,222	1,308,670	1,878,673	1,724,746	1,808,006
Counties. Mean % increase: 1967 to 1969--13%; 1970 to 1972--12%						
Lacombe	2,113,243	2,227,593	2,387,717	2,779,485	2,894,925	3,029,538
Red Deer	2,469,212	2,596,929	2,779,993	3,204,546	3,389,716	3,542,051
Minburn	1,373,704	1,427,002	1,460,161	1,630,931	1,751,643	1,834,126
Ponoka	1,978,254	2,044,396	2,185,665	2,560,558	2,724,336	2,852,426
Grande Prairie	1,592,389	1,737,804	1,853,405	2,188,442	2,247,523	2,342,025
Mountain View	2,178,339	2,358,007	2,596,662	2,932,574	3,267,191	3,417,694
Lethbridge	1,708,799	1,896,904	2,031,508	2,331,577	2,436,352	2,570,230
Smoky Lake	791,408	799,291	835,340	992,978	1,055,380	1,094,079
Newell	890,580	923,574	955,252	1,129,943	1,174,006	1,228,327
Thorhild	835,598	894,376	1,027,267	1,196,876	1,264,877	1,323,978
Cities. Mean % increase: 1967 to 1969--17%; 1970 to 1972--18%						
Edmonton	34,212,216	37,171,588	42,428,669	50,261,401	54,423,661	57,802,093
Grande Prairie	1,222,542	1,300,536	1,485,138	1,955,105	2,148,859	2,308,990
Lethbridge	3,283,772	3,564,755	3,870,803	4,761,612	5,337,935	5,714,465
Wetaskiwin C.S.	93,905	92,796	98,820	112,805	125,069	131,141
Edmonton C.S.	13,029,314	14,879,216	16,990,793	20,539,270	21,989,027	23,258,559
Districts. Mean % increase: 1967 to 1969--15%; 1970 to 1972--16%						
Bonnyville	369,125	398,799	423,519	503,345	549,631	576,598
Hanna	477,665	488,338	512,337	586,897	603,480	633,635
Banff	306,106	337,542	369,346	426,584	450,029	473,216
St. Martin's C.S.	142,117	123,205	125,668	144,817	161,351	169,102
Grimshaw C.S.	108,376	125,085	132,613	139,546	146,290	152,672
Bow Island C.S.	110,160	122,491	130,361	137,887	148,614	156,171
Whitecourt C.S.	42,551	47,825	50,018	55,903	66,721	69,828
Nampa C.S.	34,415	40,230	46,228	60,113	63,928	67,171
Grovedale	52,627	53,657	56,492	64,788	75,375	78,191

^aProjected.

for the years 1970 to 1972 under the 1970 Foundation Program was nine percent.

The mean percentage increase in the funds for the ten counties for the years 1967 to 1969 under the 1961 Foundation Program was thirteen percent. The mean percentage increase in the funds for the ten counties for the years 1970 to 1972 under the 1970 Foundation Program was twelve percent.

The mean percentage increase in the funds for the five cities for the years 1967 to 1969 under the 1961 Foundation Program was seventeen percent. The mean percentage increase in the funds for the five cities for the years 1970 to 1972 under the 1970 Foundation Program was eighteen percent.

The mean percentage increase in the funds for the nine small districts for the years 1967 to 1969 under the 1961 Foundation Program was fifteen percent. The mean percentage increase in the funds for the nine small districts for the years 1970 to 1972 under the 1970 Foundation Program was sixteen percent.

School Foundation Program Fund--percent of total revenue. The proportion of operating revenue furnished by the 1961 Foundation Program (Table XVIII) for the ten divisions in the years 1967 to 1969 was seventy-six percent. The proportion of operating revenue furnished by the 1970 Foundation Program for the ten divisions in the years 1970 to 1972 was eighty percent.

The proportion of operating revenue furnished by the 1961 Foundation Program for the ten counties in the years 1967 to 1969 was eighty-one percent. The proportion of operating revenue furnished by the

SCHOOL FOUNDATION PROGRAM FUND
PERCENT OF TOTAL REVENUE

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions. % of revenue: 1967 to 1969--76%; 1970 to 1972--80%						
Acadia	78	71	70	80	80	80
Yellowhead	83	82	79	82	80	80
Sullivan Lake	77	73	69	70	70	70
Starland	82	77	79	86	86	86
Peace River	84	80	80	85	85	85
Wainwright	91	85	82	88	88	88
Provost	89	85	81	80	80	80
Lac La Biche	79	78	77	83	84	84
Fort Vermilion	63	62	62	68	70	70
Cardston	80	67	44	75	72	72
Counties. % of revenue: 1967 to 1969--81%; 1970 to 1972--82%						
Lacombe	83	83	79	84	83	83
Red Deer	88	81	78	83	80	80
Minburn	84	76	75	79	80	80
Ponoka	84	78	75	79	80	80
Grande Prairie	80	80	78	86	85	85
Mountain View	85	79	77	80	80	80
Lethbridge	86	81	78	85	85	85
Smoky Lake	85	76	80	88	83	83
Newell	78	79	75	83	80	80
Thorhild	93	84	82	87	80	80
Cities. % of revenue: 1967 to 1969--84%; 1970 to 1972--83%						
Edmonton	87	78	77	81	80	80
Grande Prairie	82	82	78	80	80	80
Lethbridge	88	81	74	79	80	80
Wetaskiwin C.S.	92	89	85	92	90	90
Edmonton C.S.	91	85	82	86	83	84
Districts. % of revenue: 1967 to 1969--82%; 1970 to 1972--85%						
Bonnyville	74	72	71	78	80	80
Hanna	88	86	82	90	88	90
Banff	79	70	72	77	80	81
St. Martin's C.S.	89	73	75	82	80	80
Grimshaw C.S.	90	88	72	90	90	90
Bow Island C.S.	92	88	82	80	80	80
Whitecourt C.S.	89	87	82	92	90	90
Nampa C.S.	88	87	89	94	98	100
Grovedale	93	92	74	81	80	80

^aProjected.

1970 Foundation Program for the ten counties in the years 1970 to 1972 was eighty-two percent.

The proportion of operating revenue furnished by the 1961 Foundation Program for the five cities in the years 1967 to 1969 was eighty-four percent. The proportion of operating revenue furnished by the 1970 Foundation Program for the five cities in the years 1970 to 1972 was eighty-three percent.

The proportion of operating revenue furnished by the 1961 Foundation Program for the nine small districts in the years 1967 to 1969 was eighty-two percent. The proportion of operating revenue furnished by the 1970 Foundation Program for the nine small districts in the years 1970 to 1972 was eighty-five percent.

Supplementary requisitions. The budget balancing revenue in those systems where payments from the Foundation Program do not meet operating costs is called a supplementary requisition. These requisitions have increased very rapidly during the School Foundation Program period, from \$6.3 million in 1961 to an estimated \$233 million in 1969 for the whole province. The proportion of total operating revenue provided by supplementary requisitions grew from 5.4 percent in 1961 to more than seventeen percent in 1969 for the whole province.

The mean percentage increase for the ten divisions (Table XIX) for the years 1967 to 1969 under the 1961 Foundation Program was 111 percent while only a small mean percentage increase for the years 1970 to 1972 of seven percent under the 1970 Foundation Program was expected.

The mean percentage increase for the ten counties for the years 1967 to 1969 under the 1961 Foundation Program was 109 percent while a

TABLE XIX

STANDARD SUPPLEMENTARY REQUISITION--DOLLARS

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions. Mean % increase: 1967 to 1969--111%; 1970 to 1972--7%						
Acadia	98,601	235,001	262,911	147,623	166,078	174,600
Yellowhead	371,326	488,310	613,435	413,918	420,989	429,649
Sullivan Lake	64,650	80,086	91,370	83,958	92,815	99,182
Starland	74,226	124,882	81,300	53,685	55,566	57,485
Peace River	240,000	383,563	405,881	317,433	278,086	286,827
Wainwright	89,222	152,398	182,787	142,509	142,285	142,590
Provost	63,841	89,517	110,600	81,730	87,425	92,477
Lac La Biche	63,325	75,809	91,185	60,536	62,937	64,978
Fort Vermilion	22,417	44,972	74,457	69,329	72,209	74,000
Cardston	49,941	98,974	199,840	130,120	133,098	136,620
Counties. Mean % increase: 1967 to 1969--109%; 1970 to 1972--2%						
Lacombe	210,439	384,037	566,839	393,319	416,686	427,392
Red Deer	221,618	520,268	646,712	487,952	492,129	495,176
Minburn	144,915	408,870	407,200	303,970	307,346	310,508
Ponoka	225,143	361,191	426,149	351,253	341,280	344,960
Grande Prairie	244,593	338,937	356,729	261,845	265,919	269,450
Mountain View	285,013	466,176	587,650	435,768	451,918	454,240
Lethbridge	226,000	356,113	469,702	311,674	325,752	335,109
Smoky Lake	82,000	139,000	140,000	116,077	115,735	116,108
Newell	166,352	177,151	246,334	161,040	161,252	161,277
Thorhild	87,598	140,838	142,374	153,764	153,415	153,415
Cities. Mean % increase: 1967 to 1969--173%; 1970 to 1972--9%						
Edmonton	4,047,177	8,878,494	10,392,909	8,809,277	9,411,580	9,891,284
Grande Prairie	173,583	206,331	290,067	161,728	170,683	175,812
Lethbridge	322,090	715,072	1,048,239	776,110	815,509	834,560
Wetaskiwin C.S.	4,535	8,544	12,604	6,636	6,338	6,384
Edmonton C.S.	985,287	2,120,821	2,806,120	2,415,800	2,727,281	2,977,982
Districts. Mean % increase: 1967 to 1969--133%; 1970 to 1972--22%						
Bonnyville	26,737	36,049	46,396	14,460	11,385	11,533
Hanna	27,708	41,017	64,040	30,800	31,381	31,671
Banff	13,884	63,594	55,397	-	-	-
St. Martin's C.S.	15,077	43,541	40,740	30,220	33,608	35,683
Grimshaw C.S.	6,948	11,333	8,762	8,778	8,337	8,419
Bow Island C.S.	4,839	11,151	12,897	12,365	12,511	12,750
Whitecourt C.S.	4,081	6,165	8,875	3,061	3,330	3,213
Nampa C.S.	2,486	3,696	3,634	1,120	879	913
Grovedale	1,228	1,703	2,567	2,340	2,416	2,500

^aProjected.

mean percentage increase for the years 1970 to 1972 of two percent under the 1970 Foundation Program was expected.

The mean percentage increase for the five cities for the years 1967 to 1969 under the 1961 Foundation Program was 173 percent while a mean percentage increase for the years 1970 to 1972 of nine percent under the 1970 Foundation Program was expected.

The mean percentage increase for the nine small districts for the years 1967 to 1969 under the 1961 Foundation Program was 133 percent while a mean percentage decrease for the years 1970 to 1972 of twenty-two percent was expected.

The Provincial Government supplied additional funds to the 1970 Foundation Program so boards could give relief to the taxpayer by "cutting back" on the amount of supplementary requisition levied. A board's power to requisition locally is limited to its 1969 supplementary requisition amount, less \$45 per pupil enrolled. Consequently the supplementary requisition levied in 1970 will remain approximately constant for 1971 and 1972 plus the amount allowed for the flexibility factor to be discussed later in this chapter.

The proportion of operating revenue furnished by the supplementary requisition (Table XX) for the ten divisions in the years 1967 to 1969 was twelve percent and for the years 1970 to 1972 under the 1970 regulations the proportion dropped to nine percent. The proportion of operating revenue furnished by the supplementary requisition for the ten counties in the years 1967 to 1969 was fourteen percent and for the years 1970 to 1972 under the 1970 regulations the proportion dropped to twelve percent. The proportion of operating revenue furnished by the supplementary requisition for the five cities in the years 1967 to 1969 was eight

TABLE XX

STANDARD SUPPLEMENTARY REQUISITION
PERCENT OF TOTAL REVENUE

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions. % of revenue: 1967 to 1969--12%; 1970 to 1972--9%						
Acadia	12	25	25	14	13	14
Yellowhead	12	14	16	9	8	8
Sullivan Lake	18	21	21	19	20	20
Starland	12	18	11	7	7	7
Peace River	11	16	15	10	9	8
Wainwright	7	11	12	8	7	7
Provost	9	11	13	8	8	8
Lac La Biche	4	5	5	3	3	3
Fort Vermilion	2	3	5	4	4	4
Cardston	3	5	7	5	6	5
Counties. % of revenue: 1967 to 1969--14%; 1970 to 1972--12%						
Lacombe	8	14	18	12	12	12
Red Deer	8	16	18	13	12	11
Minburn	9	22	21	15	14	14
Ponoka	10	14	15	11	10	10
Grande Prairie	12	16	15	10	10	10
Mountain View	11	16	17	12	11	11
Lethbridge	11	15	18	11	11	11
Smoky Lake	9	13	13	10	9	9
Newell	15	15	19	12	11	11
Thorhild	10	13	11	11	11	11
Cities. % of revenue: 1967 to 1969--8%; 1970 to 1972--6%						
Edmonton	10	19	19	14	14	14
Grande Prairie	12	13	15	7	6	6
Lethbridge	9	16	20	13	12	12
Wetaskiwin C.S.	4	8	11	5	5	4
Edmonton C.S.	7	12	14	10	10	11
Districts. % of revenue: 1967 to 1969--11%; 1970 to 1972--8%						
Bonnyville	5	7	8	2	2	2
Hanna	5	7	10	5	5	4
Banff	4	13	11	-	-	-
St. Martin's C.S.	9	26	24	17	17	17
Grimshaw C.S.	6	8	5	6	5	5
Bow Island C.S.	4	8	8	7	7	7
Whitecourt C.S.	9	11	15	5	5	4
Nampa C.S.	6	10	7	2	1	1
Grovedale	2	3	3	3	3	3

^aProjected.

percent and for the years 1970 to 1972 under the 1970 regulations the proportion dropped to six percent. The proportion of operating revenue furnished by the supplementary requisition for the nine small districts in the years 1967 to 1969 was eleven percent and for the years 1970 to 1972 under the 1970 regulations the proportion dropped to eight percent.

The drop in supplementary requisition mill rate (Table XXI) for the ten divisions from the years 1967 to 1969 to the 1970 program was a mean average of twenty-eight percent. The drop in supplementary requisition mill rate for the ten counties from the years 1967 to 1969 to the 1970 program was a mean average of twenty-six percent. The drop in supplementary requisition mill rate for the five cities from the years 1967 to 1969 to the 1970 program was a mean average of thirty-one percent. The drop in supplementary requisition mill rate for the nine small districts from the years 1967 to 1969 to the 1970 program was a mean average of forty-nine percent. The fluctuations in standard supplementary requisition amounts for the six years are shown in Figure I, and the fluctuations in standard supplementary requisition mill rate for the six years are illustrated in Figure II.

Flexibility factor. Boards may requisition in addition to the standard supplementary requisition an amount up to twenty-eight dollars per pupil, called a flexibility factor (Table XXII) in the years 1970, 1971 and 1972. This money must be spread over the three requisition years. Boards may use all of the twenty-eight dollars in any one year, or elect to apportion its use over two or three years.

Additional supplementary requisitions. Should the amount of the flexibility factor prove to be insufficient, extra revenue could be

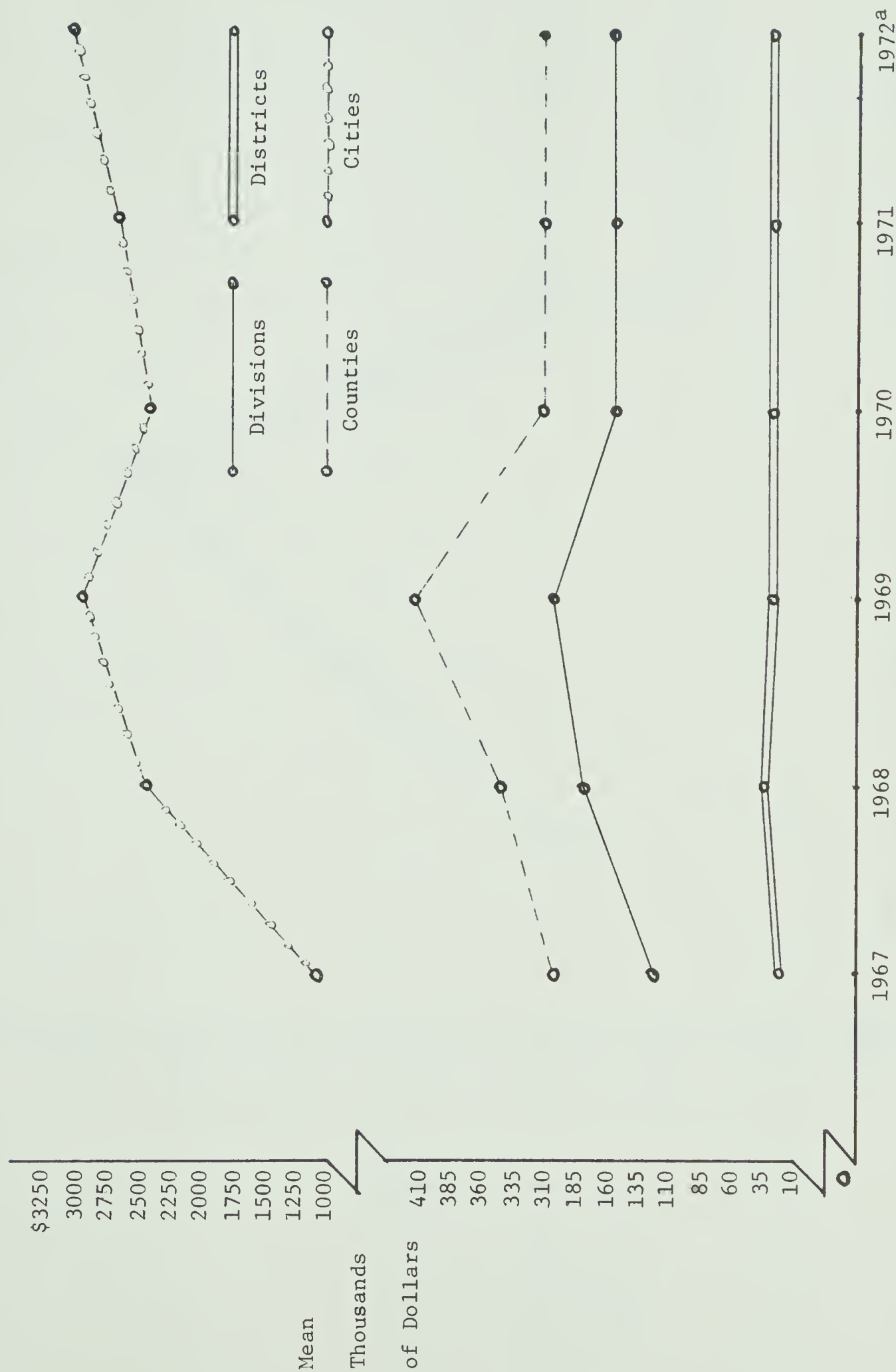
STANDARD SUPPLEMENTARY REQUISITION RATE--MILLS

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions						
Acadia	8.24	18.00	20.00	12.00*	12.00*	12.00*
Yellowhead	17.37	21.18	27.00	17.43	17.43	17.43
Sullivan Lake	13.18	15.70	16.90	15.92	15.92	15.92
Starland	6.90	11.60	7.80	4.99	4.99	4.99
Peace River	16.54	23.54	22.31	14.27	14.27	14.27
Wainwright	6.28	11.00	13.00	9.80	9.80	9.80
Provost	6.50	8.75	10.50	7.41	7.41	7.41
Lac La Biche	17.50	20.00	22.00	12.26	12.26	12.26
Fort Vermilion	17.50	23.00	25.00	20.00	20.00	20.00
Cardston	2.00	6.00	12.18	7.92	7.92	7.92
Counties						
Lacombe	8.21	14.70	21.60	14.84	14.84	14.84
Red Deer	7.00	16.35	20.00	14.96	14.96	14.96
Minburn	8.11	21.76	21.56	15.81	15.81	15.81
Ponoka	11.00	17.50	20.00	16.00	16.00	16.00
Grande Prairie	16.00	23.00	24.00	17.00	17.00	17.00
Mountain View	10.01	15.80	18.21	13.36	13.36	13.36
Lethbridge	11.34	17.80	23.14	15.26	15.26	15.26
Smoky Lake	11.70	19.99	19.99	16.16	16.16	16.16
Newell	18.37	19.70	26.58	12.81	12.81	12.81
Thorhild	8.61	14.00	14.00	14.68	14.68	14.68
Cities						
Edmonton	7.64	15.88	17.31	13.78	13.78	13.78
Grande Prairie	12.04	13.70	19.15	10.92	10.92	10.92
Lethbridge	6.09	13.34	18.83	12.80	12.80	12.80
Wetaskiwin C.S.	5.04	9.70	14.06	8.40	8.40	8.40
Edmonton C.S.	7.63	15.89	17.30	13.77	13.77	13.77
Districts						
Bonnyville	10.00	13.00	16.00	4.98	4.98	4.98
Hanna	8.89	12.68	19.43	9.18	9.18	9.18
Banff	10.79	4.85	4.27	0.00	0.00	0.00
St. Martin's C.S.	8.85	22.32	21.25	15.12	15.12	15.12
Grimshaw C.S.	14.49	23.50	17.24	14.27	14.27	14.27
Bow Island C.S.	9.00	19.00	21.00	19.55	19.55	19.55
Whitecourt C.S.	8.10	12.50	12.24	4.50	4.50	4.50
Nampa C.S.	16.50	23.54	22.29	6.05	6.05	6.05
Grovedale	17.00	21.99	25.00	15.68	15.68	15.68

*Plus mill rate to cover flexibility factor of \$28 per pupil claimed over the three years and plus additional supplementary requisitions for 1971 and 1972 granted by order-in-council before January 1, 1971 (Table

an.

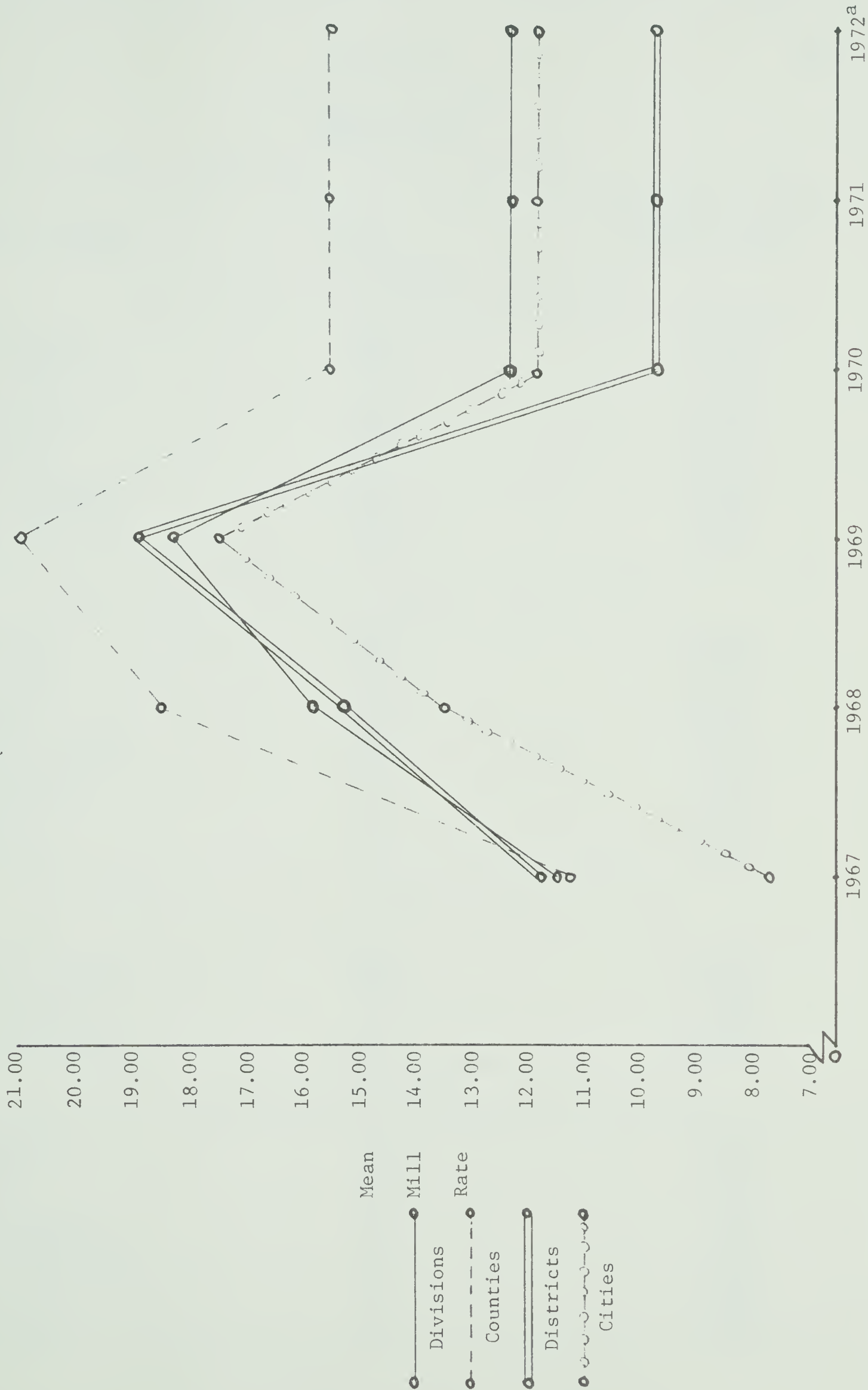
FIGURE I
STANDARD SUPPLEMENTARY REQUISITION



^aProjected.

FIGURE II

SUPPLEMENTARY REQUISITION MILL RATE



^aProjected.

FLEXIBILITY FACTOR
1970 TO 1972

School Systems	Pupils	Flexibility factor \$28 per pupil
Divisions		
Acadia	1,020	\$ 28,560
Yellowhead	4,791	134,148
Sullivan Lake	304	8,512
Starland	720	20,160
Peace River	3,289	92,092
Wainwright	2,164	60,592
Provost	1,097	30,716
Lac La Biche	2,243	62,804
Fort Vermilion	1,681	47,068
Cardston	2,370	66,360
Counties		
Lacombe	3,853	107,884
Red Deer	4,447	124,516
Minburn	2,322	65,016
Ponoka	3,601	100,828
Grande Prairie	2,775	77,700
Mountain View	4,341	121,548
Lethbridge	3,256	91,168
Smoky Lake	1,339	37,942
Newell	1,655	46,340
Thorhild	1,678	46,984
Cities		
Edmonton	76,183	2,133,124
Grande Prairie	2,982	83,496
Lethbridge	7,701	215,628
Wetaskiwin C.S.	214	5,992
Edmonton C.S.	30,835	863,380
Districts		
Bonnyville	821	22,988
Hanna	906	25,368
Banff	669	18,732
St. Martin's C.S.	264	7,392
Grimshaw C.S.	213	5,964
Bow Island C.S.	245	6,860
Whitecourt C.S.	116	3,248
Nampa C.S.	118	3,304
Grovedale	108	3,024

obtained through additional flexibility (Table XXIII) approved by an order-in-council or plebiscite. Orders-in-council of this nature were issued up to December 31, 1970, only. Failure to obtain approval to requisition funds by supplementary requisition authorized by an order-in-council before 1971 would force a board to a plebiscite in later years. Five divisions, four counties, three cities and two small districts of the sample in this study applied for and were granted an order-in-council to increase the flexibility factor. Amounts ranged from eighteen dollars per pupil to one hundred and thirty-one dollars per pupil, an average of seventy-one dollars per pupil for the fourteen systems.

Escalation factor. Foundation Program regulations include provision for possible increases in the classroom unit and support staff grants during 1971 and 1972. Any upward revision of these grants in 1971 may not exceed a six percent escalation of the 1970 figures, nor will any increase in the 1972 grants exceed six percent of the 1971 grants. The classroom unit grant for 1971 was \$10,759 and for 1972 was \$11,404.54. The support staff grant for 1971 was \$10,812 and for 1972 was \$11,460.72.

Special grants. This type of grant in the past was given only to boards in dire financial need and restricted to a year-to-year basis. Out of the thirty-four systems in this sample special grants have been given to twelve boards in amounts varying from \$634 to \$6,411 for the 1971 financial year.

Expenditures

Total expenditures (Table XXIV) for each of the years 1967 to 1972 inclusive for each of the thirty-four systems in the sample increased

TABLE XXIII

PER PUPIL RATE PERMITTED BY ORDER-IN-COUNCIL IN ADDITION
TO THAT SPECIFIED BY ALBERTA REGULATION 143/70

DIVISIONS	PER PUPIL RATE
Sullivan Lake	\$131.20
Fort Vermilion	93.00
Lac La Biche	76.00
Wainwright	77.04
Starland	71.51
COUNTIES	
Grande Prairie	25.95
Smoky Lake	56.00
Thorhild	83.00
Ponoka	18.15
SCHOOL DISTRICTS	
Edmonton	55.00
R.C.S.S. DISTRICTS	
Edmonton	90.00
Bow Island	90.48
Wetaskiwin	22.00
Grimshaw	101.00

TABLE XXIV
TOTAL EXPENDITURES

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions. Mean % increase: 1967 to 1969--36%; 1970 to 1972--11%						
Acadia	813,862	913,237	1,031,820	1,051,593	1,146,582	1,238,308
Yellowhead	2,769,268	3,356,227	3,767,928	4,102,605	4,594,917	5,054,408
Sullivan Lake	345,166	369,643	421,784	418,023	460,104	474,121
Starland	596,919	611,458	678,781	694,020	709,661	737,153
Peace River	2,037,677	2,267,761	2,544,934	2,919,220	3,094,372	3,180,031
Wainwright	1,231,233	1,384,237	1,555,929	1,828,296	1,937,988	2,073,641
Provost	692,675	766,390	863,128	932,608	997,882	1,057,740
Lac La Biche	1,431,783	1,611,208	1,725,945	1,930,392	2,046,210	2,118,982
Fort Vermilion	1,006,087	1,493,960	1,657,002	1,819,264	1,858,416	1,937,120
Cardston	1,480,013	1,841,650	2,981,799	2,355,450	2,406,774	2,506,543
Counties. Mean % increase: 1967 to 1969--24%; 1970 to 1972--11%						
Lacombe	2,536,585	2,696,999	3,034,340	3,220,968	3,382,013	3,584,933
Red Deer	2,794,810	3,171,004	3,556,453	3,745,717	3,970,459	4,168,979
Minburn	1,635,727	1,822,745	1,949,592	2,095,229	2,179,037	2,266,197
Ponoka	2,335,941	2,567,662	2,932,032	3,186,959	3,371,435	3,480,155
Grande Prairie	1,998,518	2,141,105	2,383,042	2,504,549	2,654,819	2,840,655
Mountain View	2,556,852	3,025,072	3,367,442	3,605,967	3,950,203	4,112,717
Lethbridge	1,987,604	2,345,742	2,597,634	2,702,634	2,810,738	2,979,380
Smoky Lake	936,194	997,880	1,046,570	1,154,134	1,200,298	1,260,308
Newell	1,136,558	1,177,831	1,277,717	1,377,912	1,460,486	1,562,714
Thorhild	898,048	1,034,746	1,251,894	1,419,094	1,518,424	1,624,712
Cities. Mean % increase: 1967 to 1969--29%; 1970 to 1972--16%						
Edmonton	39,441,811	46,459,200	54,970,775	62,109,339	67,699,176	73,113,104
Grande Prairie	1,475,661	1,620,146	1,906,455	2,332,562	2,539,162	2,742,290
Lethbridge	3,753,258	4,233,531	5,249,581	5,939,030	6,473,540	6,991,420
Wetaskiwin C.S.	103,479	105,593	116,993	127,510	133,885	141,913
Edmonton C.S.	14,383,169	17,334,025	20,688,033	23,735,415	26,108,956	28,170,225
Districts. Mean % increase: 1967 to 1969--26%; 1970 to 1972--12%						
Bonnyville	488,087	562,803	600,273	645,753	690,952	739,315
Hanna	565,063	585,453	628,007	652,511	685,136	726,242
Banff	353,933	382,875	514,135	499,731	529,713	556,198
St. Martin's C.S.	169,188	160,290	167,904	180,022	193,622	205,238
Grimshaw C.S.	133,971	151,922	183,644	165,647	176,583	186,519
Bow Island C.S.	116,242	144,616	159,727	165,830	172,462	181,082
Whitecourt C.S.	40,687	49,048	60,817	70,632	76,986	83,907
Nampa C.S.	37,164	42,521	51,939	62,496	66,182	66,100
Grovedale	81,175	67,520	76,415	90,520	98,665	103,581

^aProjected.

steadily and substantially.

The mean percentage increase for the ten divisions for the years 1967 to 1969 under the 1961 Foundation Program was thirty-six percent. The mean percentage increase for the ten divisions for the years 1967 to 1969 under the 1970 Foundation Program was eleven percent.

The mean percentage increase for the ten counties for the years 1967 to 1969 under the 1961 Foundation Program was twenty-four percent. The mean percentage increase for the ten counties for the years 1970 to 1972 under the 1970 Foundation Program was eleven percent.

The mean percentage increase for the five cities for the years 1967 to 1969 under the 1961 Foundation Program was twenty-nine percent. The mean percentage increase for the five cities for the years 1970 to 1972 under the 1970 Foundation Program was sixteen percent.

The mean percentage increase for the nine small districts for the years 1967 to 1969 under the 1961 Foundation Program was twenty-six percent. The mean percentage increase for the nine small districts for the years 1970 to 1972 under the 1970 Foundation Program was twelve percent.

Instruction. Expenditures per teacher for instruction in the ten divisions for 1967 averaged \$6,112 and rose over the next six years to \$10,556. During the same period expenditures per teacher for instruction in the ten counties ranged from \$6,552 in 1967 to \$10,929 in 1972. Expenditures per teacher for instruction in the five cities for 1967 averaged \$6,967 and rose over the next six years to \$11,303. For the same period expenditures per teacher for instruction in the nine small districts ranged from \$6,506 in 1967 to \$10,498 in 1972.

Instructional expenditures include all salaries, travelling allowances or subsistence paid to teachers, administrators, clerks, substitutes, guidance counsellors, librarians and specialists under the terms of the salary agreements. From 1970 to 1972 under the 1970 Foundation Program except for teachers, substitutes and clerks the balance were designated as support staff.

Two factors contributed substantially to the rapid increase in direct instructional costs over the years 1967 to 1972 and they are: (1) salaries have increased as a result of inflationary pressures in the economy, and (2) teacher qualifications have risen substantially over the years.

Other contributors to increasing costs of instruction are increased enrolment especially at the high school level, increased number of support staff, reduction in pupil-teacher ratio, a greater number of programs at all levels and the provision of special-education and pre-employment classes. Payments for teachers' services, then, account for the bulk of increasing instructional costs and serve to intensify the inflationary effect.

The mean percentage increase in expenditures for instruction (Table XXV) in the ten divisions for the years 1967 to 1969 under the 1961 Foundation Program was thirty-two percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was twenty-two percent.

The mean percentage increase in expenditures for instruction in the ten counties for the years 1967 to 1969 under the 1961 Foundation Program was twenty-eight percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was sixteen percent.

TABLE XXV
EXPENDITURES--INSTRUCTION

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions. Mean % increase: 1967 to 1969--32%; 1970 to 1972--22%						
Acadia	352,723	412,328	463,750	500,618	540,658	583,910
Yellowhead	1,618,978	1,894,730	2,064,116	2,461,563	2,609,256	2,765,811
Sullivan Lake	127,753	146,877	167,451	217,813	247,862	264,722
Starland	264,498	295,160	337,128	342,583	369,995	399,606
Peace River	984,365	1,118,520	1,322,147	1,437,509	1,552,630	1,676,844
Wainwright	735,879	853,593	978,275	1,084,328	1,171,074	1,264,759
Provost	316,165	359,364	402,697	422,813	448,181	475,067
Lac La Biche	713,764	820,179	915,235	1,072,302	1,258,066	1,358,707
Fort Vermilion	442,060	600,562	668,317	793,562	857,043	925,606
Cardston	914,802	1,058,495	1,212,983	1,318,262	1,423,722	1,537,619
Counties. Mean % increase: 1967 to 1969--28%; 1970 to 1972--16%						
Lacombe	1,344,423	1,564,079	1,765,231	1,999,164	2,159,097	2,331,824
Red Deer	1,571,046	1,804,411	2,118,872	2,243,050	2,422,494	2,616,293
Minburn	932,432	1,069,467	1,101,244	1,246,694	1,345,375	1,453,007
Ponoka	1,337,255	1,502,192	1,794,206	1,921,919	2,075,838	2,241,905
Grande Prairie	941,002	1,054,302	1,192,909	1,264,305	1,365,449	1,474,684
Mountain View	1,372,362	1,674,207	1,851,862	2,004,303	2,164,647	2,337,818
Lethbridge	1,169,717	1,356,568	1,522,708	1,655,312	1,787,736	1,930,754
Smoky Lake	535,819	609,785	654,559	715,362	772,590	834,427
Newell	611,249	712,954	739,807	811,729	876,665	946,798
Thorhild	570,917	661,885	741,527	802,882	867,046	936,409
Cities. Mean % increase: 1967 to 1969--37%; 1970 to 1972--16%						
Edmonton	25,101,876	30,094,621	34,924,940	39,709,950	43,787,250	45,867,624
Grande Prairie	993,395	1,142,492	1,235,871	1,399,537	1,523,496	1,645,374
Lethbridge	2,477,108	2,886,038	3,351,483	3,563,418	3,884,124	4,194,520
Wetaskiwin C.S.	61,893	67,423	77,378	88,157	95,209	102,825
Edmonton C.S.	8,308,013	10,675,987	13,030,583	14,960,507	15,241,249	16,902,135
Districts. Mean % increase: 1967 to 1969--28%; 1970 to 1972--16%						
Bonnyville	312,429	372,129	404,122	445,050	480,654	519,106
Hanna	364,671	378,327	415,735	421,931	447,246	465,060
Banff	219,576	241,015	261,387	314,113	339,242	366,381
St. Martin's C.S.	112,919	97,805	107,706	118,044	125,126	132,633
Grimshaw C.S.	65,638	92,185	115,183	106,534	115,056	124,260
Bow Island C.S.	79,483	102,146	119,037	120,319	132,216	139,443
Whitecourt C.S.	20,225	26,715	30,812	36,248	39,147	42,278
Nampa C.S.	25,016	27,738	32,050	32,868	34,199	39,847
Grovedale	29,832	29,889	37,661	41,960	46,104	50,212

^aProjected.

The mean percentage increase in expenditures for instruction in the five cities for the years 1967 to 1969 under the 1961 Foundation Program was thirty-seven percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was sixteen percent.

The mean percentage increase in expenditures for instruction in the nine small districts for the years 1967 to 1969 under the 1961 Foundation Program was twenty-eight percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was sixteen percent.

Instructional aids. The mean percentage increase in expenditures for instructional aids (Table XXVI) in the ten divisions for the years 1967 to 1969 under the 1961 Foundation Program was thirty-five percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was nine percent.

The mean percentage increase in expenditures for instructional aids in the ten counties for the years 1967 to 1969 under the 1961 Foundation Program was twenty-four percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was seven percent.

The mean percentage increase in expenditures for instructional aids in the five cities for the years 1967 to 1969 under the 1961 Foundation Program was twenty percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was seventeen percent.

The mean percentage increase in expenditures for instructional aids in the nine small districts for the years 1967 to 1969 under the 1961 Foundation Program was forty-three percent. For the years 1970 to

TABLE XXVI

EXPENDITURES--INSTRUCTIONAL AIDS

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions. Mean % increase: 1967 to 1969--35%; 1970 to 1972--9%						
Acadia	46,512	56,935	59,035	61,553	64,015	66,556
Yellowhead	137,723	151,844	171,802	178,674	192,962	212,465
Sullivan Lake	10,445	14,503	19,434	21,792	22,877	23,989
Starland	21,060	30,072	33,747	36,252	37,704	39,212
Peace River	78,904	74,236	84,428	92,163	95,846	99,679
Wainwright	59,854	64,501	58,123	57,386	58,177	60,372
Provost	16,082	29,988	26,417	28,265	29,675	31,655
Lac La Biche	60,286	62,881	72,721	82,694	86,001	89,441
Fort Vermilion	41,246	55,345	47,416	60,911	63,347	65,880
Cardston	68,269	73,363	98,252	90,834	91,367	94,278
Counties. Mean % increase: 1967 to 1969--24%; 1970 to 1972--7%						
Lacombe	146,368	140,158	131,227	144,210	147,319	149,267
Red Deer	88,314	140,887	126,899	162,151	169,216	174,930
Minburn	82,113	81,532	94,394	109,453	113,821	118,377
Ponoka	112,589	105,103	171,411	167,437	174,134	181,099
Grande Prairie	105,641	113,468	134,052	133,407	134,267	139,117
Mountain View	123,714	140,426	121,236	163,879	169,884	171,284
Lethbridge	100,551	117,329	120,055	119,512	126,680	134,280
Smoky Lake	49,147	43,380	42,317	46,773	46,305	45,841
Newell	43,249	35,279	45,566	57,055	59,337	61,710
Thorhild	28,942	41,579	57,290	61,789	64,260	66,831
Cities. Mean % increase: 1967 to 1969--20%; 1970 to 1972--17%						
Edmonton	1,830,380	1,833,889	2,070,481	2,383,504	2,621,856	2,854,174
Grande Prairie	90,478	85,181	91,645	97,141	101,967	106,043
Lethbridge	127,525	160,001	251,809	276,989	301,687	316,783
Wetaskiwin C.S.	3,932	4,281	3,437	4,858	5,343	5,877
Edmonton C.S.	619,098	677,354	640,700	791,796	887,369	969,417
Districts. Mean % increase: 1967 to 1969--43%; 1970 to 1972--21%						
Bonnyville	30,615	32,175	27,040	28,370	29,221	30,097
Hanna	21,792	28,390	31,411	29,882	31,077	32,320
Banff	15,422	21,878	26,798	35,816	43,132	45,848
St. Martin's C.S.	6,808	5,271	5,770	5,083	5,315	5,575
Grimshaw C.S.	3,866	7,307	9,076	4,492	6,288	8,803
Bow Island C.S.	4,579	6,967	6,387	6,874	7,182	7,451
Whitecourt C.S.	1,811	1,887	1,664	3,573	3,715	3,863
Nampa C.S.	1,071	2,871	1,980	2,112	2,368	2,419
Grovedale	2,574	3,608	3,750	2,556	2,658	2,764

^aProjected.

1972 under the 1970 Foundation Program the mean percentage increase was twenty-one percent.

Conveyance and maintenance of pupils. The mean percentage increase in expenditures for conveyance and maintenance of pupils (Table XXVII) in the ten divisions for the years 1967 to 1969 under the 1961 Foundation Program was twenty-five percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was six percent.

The mean percentage increase in expenditures for conveyance and maintenance of pupils in the ten counties for the years 1967 to 1969 under the 1961 Foundation Program was fourteen percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was four percent.

The mean percentage increase in expenditures for conveyance and maintenance of pupils in the five cities for the years 1967 to 1969 under the 1961 Foundation Program was sixty-two percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was two percent.

The mean percentage increase in expenditures for conveyance and maintenance of pupils in the nine small districts for the years 1967 to 1969 under the 1961 Foundation Program was twenty-three percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was six percent.

Plant operation and maintenance. The mean percentage increase in expenditures for plant operation and maintenance (Table XXVIII) in the ten divisions for the years 1967 to 1969 under the 1961 Foundation Program

TABLE XXVII

CONVEYANCE AND MAINTENANCE OF PUPILS

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions. Mean % increase: 1967 to 1969--25%; 1970 to 1972--6%						
Acadia	187,955	224,327	224,981	247,702	262,524	278,275
Yellowhead	284,575	320,823	340,802	351,684	372,780	396,168
Sullivan Lake	105,171	109,487	112,308	113,269	116,911	117,222
Starland	142,958	144,124	162,332	169,223	176,011	183,051
Peace River	280,147	342,948	376,121	362,966	381,110	382,220
Wainwright	171,629	187,806	197,932	203,516	209,621	215,909
Provost	172,746	187,383	188,432	190,264	196,318	197,965
Lac La Biche	224,053	248,439	250,635	268,578	279,318	290,522
Fort Vermilion	135,006	165,753	182,946	199,248	207,216	215,504
Cardston	226,285	372,472	513,548	560,803	550,803	540,800
Counties. Mean % increase: 1967 to 1969--14%; 1970 to 1972--4%						
Lacombe	251,123	270,111	339,802	270,762	284,635	290,316
Red Deer	429,543	485,463	488,177	524,472	531,673	519,266
Minburn	246,868	257,724	244,961	269,824	272,522	283,434
Ponoka	212,635	226,073	237,937	258,786	276,895	290,735
Grande Prairie	323,768	346,690	380,006	482,520	484,376	482,147
Mountain View	255,226	245,394	270,151	371,734	390,517	391,519
Lethbridge	266,947	323,487	320,869	328,218	331,516	334,847
Smoky Lake	165,304	165,385	162,231	169,056	171,301	173,546
Newell	182,256	199,521	196,622	210,420	212,524	218,899
Thorhild	124,619	131,696	144,363	150,635	156,659	162,923
Cities. Mean % increase: 1967 to 1969--62%; 1970 to 1972--2%						
Edmonton	493,956	786,741	823,751	814,379	817,181	818,236
Grande Prairie	4,710	9,862	17,193	18,216	18,697	19,384
Lethbridge	32,349	36,031	48,127	51,368	52,178	62,293
Wetaskiwin C.S.	1,800	1,400	800	2,726	2,000	2,000
Edmonton C.S.	260,794	414,780	408,426	431,132	434,776	436,119
Districts. Mean % increase: 1967 to 1969--23%; 1970 to 1972--6%						
Bonnyville	43,601	47,925	53,536	44,530	44,833	45,136
Hanna	1,166	1,211	1,724	1,753	1,928	2,120
Banff	-	-	-	-	-	-
St. Martin's C.S.	4,319	4,120	3,796	3,805	3,800	3,850
Grimshaw C.S.	6,741	5,881	12,359	10,274	10,518	10,762
Bow Island C.S.	761	800	1,144	1,216	1,293	1,315
Whitecourt C.S.	3,468	3,528	3,618	3,618	3,700	3,750
Nampa C.S.	622	236	52	-	-	-
Grovedale	8,992	8,678	10,139	9,772	10,222	10,733

^aProjected.

EXPENDITURES--PLANT OPERATION AND MAINTENANCE

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions. Mean % increase: 1967 to 1969--19%; 1970 to 1972--9%						
Acadia	88,067	100,108	102,192	108,647	112,992	116,381
Yellowhead	324,961	364,169	412,175	479,264	517,600	574,184
Sullivan Lake	41,319	40,790	50,392	54,919	60,482	65,314
Starland	80,667	82,298	84,225	81,277	82,902	84,560
Peace River	324,961	270,389	285,319	337,187	347,298	357,716
Wainwright	109,738	125,970	127,371	170,215	174,317	191,266
Provost	71,983	80,807	121,754	122,814	130,182	132,264
Lac La Biche	161,058	175,934	170,411	184,311	189,840	195,535
Fort Vermilion	177,399	245,839	236,804	281,800	287,436	293,184
Cardston	189,879	197,903	197,888	226,969	239,118	241,695
Counties. Mean % increase: 1967 to 1969--16%; 1970 to 1972--8%						
Lacombe	285,456	267,996	280,957	326,489	330,199	339,672
Red Deer	235,976	271,456	294,670	302,665	309,167	311,272
Minburn	159,190	172,314	178,882	192,601	207,960	216,513
Ponoka	275,648	277,834	293,592	340,517	360,948	375,385
Grande Prairie	218,599	223,939	251,910	272,532	287,366	293,118
Mountain View	273,409	308,627	305,269	342,794	356,167	364,899
Lethbridge	229,628	231,843	265,050	302,083	314,200	327,877
Smoky Lake	83,884	81,853	96,606	100,738	104,633	109,449
Newell	170,287	155,708	177,080	178,609	180,395	182,198
Thorhild	80,782	93,138	118,623	137,878	151,665	166,831
Cities. Mean % increase: 1967 to 1969--30%; 1970 to 1972--11%						
Edmonton	5,853,376	6,422,833	7,366,228	7,810,893	8,279,541	8,776,311
Grande Prairie	194,307	198,795	224,201	253,066	268,246	278,974
Lethbridge	430,453	506,109	597,783	627,517	652,617	691,773
Wetaskiwin C.S.	9,867	11,378	12,331	11,782	11,664	12,583
Edmonton C.S.	1,966,863	2,437,844	2,758,215	3,065,023	3,302,157	3,519,304
Districts. Mean % increase: 1967 to 1969--14%; 1970 to 1972--9%						
Bonnyville	38,016	41,890	39,675	52,648	61,138	64,876
Hanna	60,833	59,590	65,079	71,147	71,858	72,576
Banff	49,800	55,396	66,880	68,708	71,456	74,312
St. Martin's C.S.	13,253	18,574	14,302	21,392	21,606	22,822
Grimshaw C.S.	13,009	13,572	14,479	14,066	14,223	15,103
Bow Island C.S.	9,058	9,657	9,466	9,583	9,722	9,937
Whitecourt C.S.	5,453	4,829	4,959	6,612	7,224	7,446
Nampa C.S.	3,755	3,728	4,750	3,990	4,087	4,114
Grovedale	4,689	8,497	6,626	6,510	7,161	7,877

^aProjected.

was nineteen percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was nine percent.

The mean percentage increase in expenditures for plant operation and maintenance in the ten counties for the years 1967 to 1969 under the 1961 Foundation Program was sixteen percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was eight percent.

The mean percentage increase in expenditures for plant operation and maintenance in the five cities for the years 1967 to 1969 under the 1961 Foundation Program was thirty percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was eleven percent.

The mean percentage increase in expenditures for plant operation and maintenance in the nine small districts for the years 1967 to 1969 under the 1961 Foundation Program was fourteen percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was nine percent.

Per pupil expenditures. The mean percentage increase in per pupil expenditures (Table XXIX) in the ten divisions for the years 1967 to 1969 under the 1961 Foundation Program was forty-one percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was twelve percent.

The mean percentage increase in per pupil expenditures in the ten counties for the years 1967 to 1969 under the 1961 Foundation Program was twenty-five percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was eleven percent.

TABLE XXIX
PER PUPIL EXPENDITURES

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions. Mean % increase: 1967 to 1969--41%; 1970 to 1972--12%						
Acadia	\$770	\$857	\$1,003	\$1,030	\$1,135	\$1,238
Yellowhead	594	717	780	856	912	1,002
Sullivan Lake	981	1,192	1,382	1,375	1,533	1,596
Starland	693	725	860	963	1,005	1,057
Peace River	628	686	783	887	937	950
Wainwright	556	629	716	844	895	951
Provost	658	700	794	850	912	971
Lac La Biche	675	732	798	861	903	931
Fort Vermilion	691	955	1,029	1,082	1,097	1,136
Cardston	509	621	1,210	993	1,012	1,057
Counties. Mean % increase: 1967 to 1969--25%; 1970 to 1972--11%						
Lacombe	666	709	786	836	877	931
Red Deer	653	727	806	842	889	932
Minburn	697	764	849	902	935	973
Ponoka	611	671	822	885	931	959
Grande Prairie	705	734	831	902	961	1,026
Mountain View	608	704	770	830	907	945
Lethbridge	615	721	792	830	858	911
Smoky Lake	622	701	762	861	898	948
Newell	625	668	753	832	883	949
Thorhild	537	598	748	845	902	963
Cities. Mean % increase: 1967 to 1969--20%; 1970 to 1972--11%						
Edmonton	558	644	745	815	869	915
Grande Prairie	550	602	668	782	827	868
Lethbridge	510	573	703	771	825	879
Wetaskiwin C.S.	528	550	579	595	608	648
Edmonton C.S.	508	589	681	769	841	901
Districts. Mean % increase: 1967 to 1969--21%; 1970 to 1972--12%						
Bonnyville	543	603	739	786	829	884
Hanna	597	618	680	720	758	808
Banff	540	557	747	746	796	841
St. Martin's C.S.	669	662	643	681	725	771
Grimshaw C.S.	554	630	774	777	836	879
Bow Island C.S.	501	563	638	676	701	748
Whitecourt C.S.	457	438	614	608	663	736
Nampa C.S.	442	380	432	529	560	564
Grovedale	902	794	795	838	896	924

^aProjected.

The mean percentage increase in per pupil expenditures in the five cities for the years 1967 to 1969 under the 1961 Foundation Program was twenty percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was eleven percent.

The mean percentage increase in per pupil expenditures in the nine small districts for the years 1967 to 1969 under the 1961 Foundation Program was twenty-one percent. For the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was twelve percent.

Equalized Assessment

The mean percentage increase in equalized assessments (Table XXX) for the years 1967 to 1972 in the ten divisions was forty-two percent, in the ten counties twenty-two percent, in the five cities twenty-five percent and in the nine small districts twenty-seven percent.

The substantial increase in assessments yielded more money for the Foundation Funds. It also allowed boards more money for supplementary requisitions, at least until the government placed limitations upon local boards in their use of supplementary requisitions under the 1970 regulations. For the years 1970 to 1972 the amount of supplementary requisitions is not "frozen" at the 1969 level. Boards may take advantage of any increases in assessment each year by levying a further supplementary requisition on this increased assessment.

Per pupil assessment. This could be termed the "ability to provide." A measure of the wealth of any system is its assessment and the higher the per pupil assessment the easier it is for the system to provide beyond the limits of the foundation program. Regardless of the regulations limiting supplementary requisitions under the 1970 Foundation

TABLE XXX

EQUALIZED ASSESSMENT, 1967 TO 1972

School System	T Y P E	Mean % Inc.	1967	1968	1969	1970	1971	1972 ^a
Acadia			11,954,157	13,055,628	13,145,585	12,301,985	13,089,870	13,800,000
Yellowhead	D		21,380,117	23,045,696	22,719,802	23,747,488	24,153,130	24,650,000
Sullivan Lake	I		4,905,167	5,101,073	5,400,608	5,274,042	5,830,060	6,230,000
Starland	V		10,757,589	10,765,907	10,423,110	10,769,185	11,135,450	11,520,000
Peace River	I		14,509,911	16,294,098	18,195,038	22,244,806	19,487,460	20,100,000
Wainwright	S	42%	14,202,487	13,854,351	14,060,549	14,543,935	14,533,530	14,550,000
Provost	I		9,821,708	10,231,621	10,533,721	11,027,198	11,798,240	12,480,000
Lac La Biche	O		3,618,563	3,790,495	4,144,764	4,937,753	5,133,540	5,300,000
Fort Vermilion	N		1,280,996	1,955,311	2,978,335	3,466,475	3,610,450	3,700,000
Cardston			17,176,995	16,655,957	16,400,634	16,435,628	16,805,360	17,250,000
Lacombe			25,632,012	26,152,905	26,242,539	26,503,757	28,078,610	28,800,000
Red Deer			31,689,269	31,819,105	32,335,601	32,609,168	32,896,300	33,100,000
Minburn	C		17,868,073	18,793,995	18,888,874	19,232,325	19,440,010	19,640,000
Ponoka	O		20,467,480	20,639,493	21,307,462	21,947,981	21,330,040	21,560,000
Grande Prairie	U	22%	14,510,117	14,736,412	14,863,722	15,402,642	15,642,310	15,850,000
Mountain View	N		28,462,416	29,497,881	32,264,728	32,617,430	33,826,270	34,000,000
Lethbridge	T		19,933,589	19,936,580	20,298,876	20,423,942	21,346,840	21,960,000
Smoky Lake	Y		6,984,506	6,953,932	7,002,096	7,184,927	7,161,880	7,185,000
Newell			9,052,563	8,992,559	9,273,382	12,569,980	12,588,020	12,590,000
Thorhild			10,174,945	10,059,858	10,169,587	10,477,333	17,970,780	18,100,000
Edmonton	C		529,926,787	558,909,517	600,410,662	639,327,450	682,988,460	717,800,000
Grande Prairie	I		14,702,974	15,024,209	15,149,828	14,803,533	15,630,320	16,100,000
Lethbridge	T	25%	52,880,267	53,574,201	55,674,094	60,633,662	63,711,660	65,200,000
Wetaskiwin C.S.	Y		899,369	880,310	896,227	789,946	754,580	760,000
Edmonton C.S.			129,008,134	133,444,503	162,109,413	175,417,835	198,059,600	216,400,000
Bonnyville	D		2,673,658	2,773,446	2,899,741	2,891,911	2,286,340	2,316,000
Hanna	I		3,116,632	3,234,155	3,295,150	3,353,423	3,418,420	3,450,000
Banff	S		12,865,247	13,091,899	12,953,798	13,053,699	13,143,950	13,240,000
St. Martin's C.S.	T	27%	1,703,970	1,951,039	1,917,324	1,998,538	2,222,770	2,360,000
Grimshaw C.S.	R		479,541	481,443	508,251	615,119	584,300	590,000
Bow Island C.S.	R		573,664	586,912	614,147	632,248	646,640	650,000
Whitecourt C.S.	C		503,883	493,246	725,148	680,247	704,010	714,000
Nampa C.S.	T		150,667	157,029	160,966	185,244	145,410	151,000
Grovedale			72,206	77,443	102,696	149,213	156,750	158,000

^aProjected.

Program assessments have increased and for the same mill rate more money is available.

The mean percentage increase for the years 1967 to 1972 (Table XXXI) in the ten divisions was forty-one percent, in the ten counties twenty-two percent, in the five cities ten percent and in the nine small districts fifteen percent. The increase in assessment for some systems was more than adequate to provide extra services but in others very little extra supplementary requisition was realized. The fiscal inequality brought about by the disparity in assessment brings with it inequality of opportunity.

Per teacher assessment. This could be termed the "ability to pay." The assessment of a school system is often used as a bargaining factor in teacher salary negotiations. This is true especially in cases where a bargaining committee is asking for additional staff for new programs or extensions of existing programs. Assuming that the assessment of a system is one of the measures of its wealth then the higher the per teacher assessment the easier it is for a system to provide staff beyond the required minimum. The required minimum is the number of teachers allowable for grant purposes determined by a provincially mandated pupil-teacher ratio.

The mean percentage increase for the years 1967 to 1972 (Table XXXII) in the ten divisions was thirty-seven percent, in the ten counties twenty-two percent, in the five cities six percent and in the nine small districts forty-three percent.

The substantial increases in assessment have been partially offset by the yearly increases in wages to teachers but nevertheless some

TABLE XXXI
PER PUPIL ASSESSMENT
1967 TO 1972

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions. Mean % increase 41%						
Acadia	11,309	12,258	12,788	12,061	12,833	13,633
Yellowhead	4,585	4,923	4,703	4,957	5,041	4,905
Sullivan Lake	13,935	16,455	17,707	17,349	19,177	20,766
Starland	12,494	12,770	13,211	14,957	15,465	16,317
Peace River	4,474	4,927	5,602	6,763	5,925	6,090
Wainwright	6,409	6,297	6,474	6,721	6,716	6,723
Provost	9,336	9,352	9,700	10,052	10,755	11,418
Lac La Biche	1,706	1,722	1,917	2,201	2,288	2,338
Fort Vermilion	880	1,249	1,851	2,062	2,147	2,182
Cardston	5,908	5,613	6,656	6,935	7,090	7,253
Counties. Mean % increase 22%						
Lacombe	6,734	6,878	6,806	6,879	7,287	7,470
Red Deer	7,402	7,292	7,332	7,333	7,397	7,418
Minburn	7,616	7,880	8,234	8,283	8,372	8,429
Ponoka	5,355	5,390	3,975	6,095	5,923	5,957
Grande Prairie	5,120	5,050	5,188	5,551	5,636	5,742
Mountain View	6,770	6,859	7,378	7,514	7,792	7,814
Lethbridge	6,163	6,126	6,191	6,273	6,556	6,707
Smoky Lake	4,637	4,883	5,100	5,366	5,348	5,377
Newell	4,976	5,103	5,471	7,595	7,606	7,611
Thorhild	6,085	5,818	6,082	6,244	10,709	10,760
Cities. Mean % increase 10%						
Edmonton	7,503	7,749	8,142	8,392	8,965	9,218
Grande Prairie	5,482	5,589	5,312	4,964	5,241	5,249
Lethbridge	7,194	7,255	7,462	7,873	8,273	8,309
Wetaskiwin C.S.	4,588	4,584	4,437	3,691	3,526	3,454
Edmonton C.S.	4,554	4,535	5,337	5,689	6,423	6,971
Districts. Mean % increase 15%						
Bonnyville	2,977	2,972	3,571	3,522	2,784	2,780
Hanna	3,291	3,411	3,570	3,701	3,773	3,820
Banff	19,641	19,056	18,828	19,512	19,647	19,909
St. Martin's C.S.	6,735	8,062	7,346	7,570	8,419	8,838
Grimshaw C.S.	1,981	1,997	2,145	2,888	2,743	2,796
Bow Island C.S.	2,472	2,283	2,457	2,528	2,639	2,642
Whitecourt C.S.	5,661	4,403	7,325	5,864	6,379	6,155
Nampa C.S.	1,793	1,402	1,341	1,570	1,232	1,279
Grovedale	802	911	1,070	1,554	1,451	1,436

^aProjected.

PER TEACHER ASSESSMENT
1967 TO 1972

School System	1967	1968	1969	1970	1971	1972 ^a
Divisions. Mean % increase 37%						
Acadia	209,702	246,332	243,436	227,814	242,405	260,377
Yellowhead	90,593	100,198	95,864	100,200	98,183	100,612
Sullivan Lake	258,166	283,393	284,242	277,581	306,845	346,111
Starland	256,133	262,583	256,077	283,399	300,958	320,000
Peace River	91,834	103,784	109,608	136,741	118,825	121,084
Wainwright	121,388	124,813	115,250	125,354	117,205	116,400
Provost	185,315	193,049	195,060	200,494	214,513	226,909
Lac La Biche	30,927	36,099	38,025	44,888	45,835	46,902
Fort Vermilion	16,423	25,068	36,769	41,267	42,476	43,529
Cardston	138,524	132,190	131,205	122,651	125,413	128,731
Counties. Mean % increase 22%						
Lacombe	120,905	132,085	127,390	129,920	137,640	141,176
Red Deer	133,148	133,693	135,295	137,013	138,219	138,493
Minburn	134,346	146,828	149,911	140,381	141,897	143,357
Ponoka	100,330	102,175	101,464	105,014	101,571	102,666
Grande Prairie	96,734	99,570	95,894	102,684	104,282	105,667
Mountain View	134,256	116,103	154,376	155,321	161,077	161,904
Lethbridge	121,546	120,099	119,405	120,140	124,835	129,176
Smoky Lake	83,148	91,499	94,622	98,423	98,107	98,424
Newell	93,325	97,745	96,597	141,235	141,438	141,461
Thorhild	115,624	122,681	122,525	126,232	216,515	218,072
Cities. Mean % increase 6%						
Edmonton	154,048	160,744	162,229	167,802	175,440	179,809
Grande Prairie	100,020	113,819	106,688	99,352	102,831	103,205
Lethbridge	150,228	155,738	153,372	163,864	169,445	171,128
Wetaskiwin C.S.	89,936	88,031	89,622	78,994	75,458	76,000
Edmonton C.S.	95,349	96,210	108,725	115,482	129,450	140,519
Districts. Mean % increase 43%						
Bonnyville	47,743	56,601	61,696	59,018	45,726	46,320
Hanna	64,929	68,811	71,633	72,900	74,313	75,000
Banff	443,629	422,319	404,806	421,087	423,998	427,096
St. Martin's C.S.	121,712	150,079	147,486	153,733	170,982	181,538
Grimshaw C.S.	36,887	34,388	42,354	51,259	48,691	49,166
Bow Island C.S.	47,805	45,147	47,242	48,634	49,741	50,000
Whitcourt C.S.	83,980	98,649	120,858	113,374	117,335	119,000
Nampa C.S.	30,133	39,257	40,241	46,311	36,352	37,750
Grovedale	12,034	19,360	25,749	37,303	39,187	39,500

^aProjected.

additional funds even with a "frozen" mill rate are available for some additions to staff.

School Personnel

This section will deal with data concerning pupils and teachers and the relationships between them. Further, since the 1970 Foundation Program financing arrangements certainly have an effect on class size it was appropriate to attempt to assess the effects of the Foundation Program on pupil-teacher ratio.

Pupil enrolment. Changes in pupil enrolment for the years 1967-68 to the projected enrolments of 1972-73 for divisions and counties are negligible. The total number of pupils enrolled (Table XXXIII) in the ten divisions for 1967-68 was 19,927 and the number projected for 1972-73 was 20,003, an increase of only .4 percent. The total number of pupils enrolled in the ten counties for 1967-68 was 29,323 and the number projected for 1972-73 was 29,524, an increase of only .7 percent.

Significant changes were found in the cities in the sample. The total number of pupils enrolled in the five cities for 1967-68 was 109,179 and the number projected for 1972-73 was 122,420, a substantial increase of 12.1 percent.

The nine small districts fared even worse than the divisions and counties as far as enrolment was concerned. The total number of pupils enrolled in these districts for 1967-68 was 3,490 and the number projected for 1972-73 was 3,458, a decrease of .9 percent.

A detailed breakdown of pupils into the three levels of instruction for 1967-68 to 1969-70 was recorded in Table XXXIV. These figures from Department of Education records showed in detail where changes took place.

TABLE XXXIII
PUPIL ENROLMENT

School System	1967-68	1968-69	1969-70	1970-71	1971-72 ^a	1972-73 ^a
Divisions						
Acadia	1,057	1,065	1,028	1,020	1,010	1,000
Yellowhead	4,663	4,681	4,831	4,791	5,025	5,042
Sullivan Lake	352	310	305	304	300	297
Starland	861	843	789	720	706	697
Peace River	3,243	3,307	3,248	3,289	3,300	3,346
Wainwright	2,216	2,200	2,172	2,164	2,164	2,181
Provost	1,052	1,094	1,086	1,097	1,093	1,089
Lac La Biche	2,121	2,201	2,162	2,243	2,266	2,276
Fort Vermilion	1,455	1,565	1,609	1,681	1,694	1,704
Cardston	2,907	2,967	2,464	2,370	2,378	2,371
Counties						
Lacombe	3,806	3,802	3,856	3,853	3,855	3,852
Red Deer	4,281	4,363	4,410	4,447	4,462	4,470
Minburn	2,346	2,385	2,294	2,322	2,330	2,328
Ponoka	3,822	3,829	3,566	3,601	3,619	3,627
Grande Prairie	2,834	2,918	2,865	2,775	2,760	2,768
Mountain View	4,204	4,300	4,373	4,341	4,351	4,348
Lethbridge	3,234	3,254	3,279	3,256	3,274	3,268
Smoky Lake	1,506	1,424	1,373	1,339	1,336	1,329
Newell	1,819	1,762	1,695	1,655	1,654	1,646
Thorhild	1,672	1,729	1,672	1,678	1,682	1,687
Cities						
Edmonton	70,623	72,122	73,739	76,183	77,861	79,844
Grande Prairie	2,682	2,688	2,852	2,982	3,067	3,157
Lethbridge	7,350	7,384	7,461	7,701	7,846	7,952
Wetaskiwin C.S.	196	192	202	214	220	219
Edmonton C.S.	28,328	29,424	30,372	30,835	31,040	31,248
Districts						
Bonnyville	898	933	812	821	833	836
Hanna	947	948	923	906	903	898
Banff	655	687	688	669	665	661
St. Martin's C.S.	253	242	261	264	267	266
Grimshaw C.S.	242	241	237	213	211	212
Bow Island C.S.	232	257	250	245	246	242
Whitecourt C.S.	89	112	99	116	116	114
Nampa C.S.	84	112	120	118	118	117
Grovedale	90	85	96	108	110	112

^aProjected.

PUPIL ENROLMENT BY LEVELS, 1967-68 TO 1969-70

School System	T Y P E	1967-68				1968-69				1969-70			
		Elem	Junior	Senior	Total	Elem	Junior	Senior	Total	Elem	Junior	Senior	Total
Acadia		560	281	221	1,062	565	284	198	1,047	531	265	235	1,031
Yellowhead	D	2,832	1,075	676	4,603	2,826	1,059	650	4,535	2,763	1,176	742	4,681
Sullivan Lake	I	209	110	48	367	223	110	52	385	173	81	56	310
Starland	V	464	226	159	849	491	231	151	873	463	216	164	843
Peace River	I	1,859	752	542	3,153	1,856	690	505	3,051	1,931	781	586	3,298
Wainwright	S	1,154	564	442	2,160	1,105	600	403	2,108	1,137	542	490	2,169
Provost	I	584	265	208	1,057	567	276	188	1,027	602	279	213	1,094
Lac La Biche	O	1,274	497	253	2,024	1,271	491	216	1,978	1,325	525	301	2,151
Fort Vermilion	N	966	271	65	1,302	818	218	51	1,087	1,085	301	84	1,470
Cardston		1,242	646	553	2,441	1,295	465	540	2,480	1,280	631	581	2,492
Lacombe		1,977	992	804	3,773	1,986	1,009	716	3,711	1,934	996	872	3,802
Red Deer		2,411	1,170	612	4,193	2,411	1,110	627	4,148	2,469	1,193	687	4,349
Minburn	C	1,126	627	591	2,344	1,195	631	522	2,348	1,127	652	606	2,385
Ponoka	O	1,883	916	753	3,552	1,943	904	716	3,563	1,876	971	783	3,630
Grande Prairie	U	1,560	768	464	2,792	1,551	728	483	2,762	1,564	824	519	2,907
Mountain View	N	2,263	1,119	748	4,130	2,224	1,070	698	3,992	2,341	1,139	820	4,300
Lethbridge	T	1,690	774	716	3,180	1,718	765	641	3,124	1,724	780	750	3,254
Smoky Lake	Y	717	424	304	1,445	765	411	317	1,493	680	424	271	1,375
Newell		1,016	489	272	1,777	1,065	457	242	1,761	982	479	250	1,711
Thorhild		815	476	360	1,651	832	469	337	1,638	833	480	416	1,729
Edmonton	C	37,226	17,117	14,482	68,825	36,733	16,628	13,324	66,685	38,338	17,030	16,394	71,762
Grande Prairie	I	1,380	618	582	2,580	1,364	551	581	2,496	1,383	639	658	2,680
Lethbridge	T	3,732	1,845	1,595	7,172	3,716	1,822	1,585	7,123	3,719	1,937	1,692	7,348
Wetaskiwin C.S.	Y	129	62	-	191	142	58	-	200	136	56	-	192
Edmonton C.S.		16,127	6,572	4,887	27,586	15,397	6,023	4,130	25,550	16,674	6,640	5,810	29,124
Bonnyville	D	461	170	143	774	439	170	132	741	442	198	151	791
Hanna	I	483	242	219	944	485	251	212	948	466	260	222	948
Banff	S	343	132	169	644	316	142	157	615	362	154	171	687
St. Martin's C.S.	T	183	73	-	256	180	93	45	318	180	62	-	242
Grimshaw C.S.	R	158	50	20	228	145	39	12	196	171	54	16	241
Bow Island C.S.	I	141	46	49	236	134	41	45	220	145	65	47	257
Whitecourt C.S.	C	77	23	-	100	72	26	-	98	90	22	-	112
Nampa C.S.	T	59	27	-	86	50	26	-	76	89	23	-	112
Grovedale		88	8	-	96	73	17	-	90	74	11	-	85

Tables dealt with later in this chapter give detailed figures on pupils at all three levels of instruction from 1970-71 to projected figures for 1972-73.

Teaching staff. The changes in pupil enrolment dealt with in the previous section obviously had an effect on the number of teachers found in the data for these thirty-four systems (Table XXXV).

The total number of teachers for the ten divisions for 1967-68 was 1,001 and this increased to the projected figure of 1,030 for 1972-73. The total number of teachers for the ten counties for 1967-68 was 1,582 and this decreased to the projected figure of 1,565 for 1972-73.

The total number of teachers for the five cities for 1967-68 was 5,302 and this increased by 777 to the projected figure of 6,079 for 1972-73.

The nine small districts with a total staff of 189 teachers in 1967-68 had a decrease in number to the projected figure of 179 in 1972-73.

The mean percentage increase for divisions was 2.9 percent, a mean percentage decrease for counties was 1.1 percent, a mean percentage increase for cities was 14.7 percent and a mean percentage decrease for small districts was 5.6 percent.

The mean percentage increase in numbers of industrial education teachers from 1968-69 to 1971-72 for the thirty-four systems was fifteen percent. The increases were as a result of opening new or remodelled laboratories in the cities.

Pupil-teacher ratio. The classroom unit grant was established after considering the current provincial average for costs of qualified

TABLE XXXV
TEACHING STAFF^b

School System	1967-68	1968-69	1969-70	1970-71	1971-72 ^a	1972-73 ^a
Divisions						
Acadia	57	53	54	54	54	53
Yellowhead	236	230	230	237	246	245
Sullivan Lake	19	18	19	19	19	18
Starland	42	41	40	38	37	36
Peace River	158	157	166	163	164	166
Wainwright	117	111	122	124	124	125
Provost	53	53	54	55	55	55
Lac La Biche	117	105	109	110	112	113
Fort Vermilion	78	78	81	84	85	85
Cardston	124	126	125	134	134	134
Counties						
Lacombe	212	198	206	204	204	204
Red Deer	238	238	239	238	238	239
Minburn	133	128	126	137	137	137
Ponoka	204	202	210	209	210	210
Grande Prairie	150	148	155	150	150	150
Mountain View	212	211	209	210	210	210
Lethbridge	164	166	170	170	171	170
Smoky Lake	84	76	74	73	73	73
Newell	97	92	96	89	89	89
Thorhild	88	82	83	83	83	83
Cities						
Edmonton	3,440	3,477	3,701	3,810	3,893	3,992
Grande Prairie	147	132	142	149	152	156
Lethbridge	352	344	363	370	376	381
Wetaskiwin C.S.	10	10	10	10	10	10
Edmonton C.S.	1,353	1,387	1,491	1,519	1,530	1,540
Districts						
Bonnyville	56	49	47	49	50	50
Hanna	48	47	46	46	46	46
Banff	29	31	32	31	31	31
St. Martin's C.S.	14	13	13	13	13	13
Grimshaw C.S.	13	14	12	12	12	12
Bow Island C.S.	12	13	13	13	13	13
Whitecourt C.S.	6	5	6	6	6	6
Nampa C.S.	5	4	4	4	4	4
Grovedale	6	4	4	4	4	4

^aProjected.

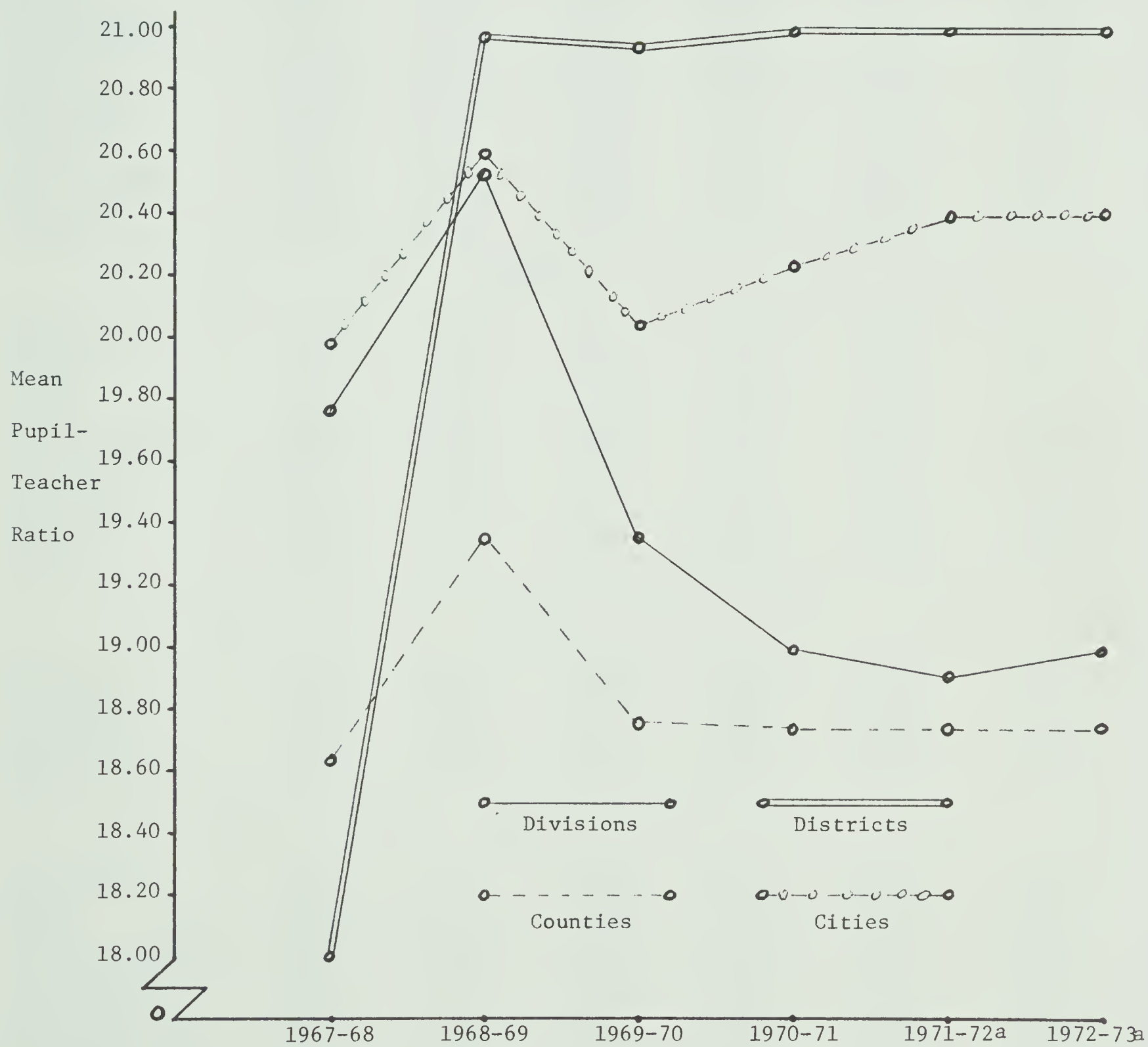
^bIncludes all personnel except superintendents and assistant superintendents.

instruction, operation and maintenance of a unit of twenty-six pupils. The ratio of 26:1 has some slight numerical relationship to a so-called pupil-teacher ratio, but little educational relationship. The weighting factors also contradict the notion of a "pupil-teacher" ratio and favor those systems with large enrolments of junior and senior high school pupils. The weighting factor, in reality a bonus factor, when applied at the junior and senior high school level helps to encourage lower pupil-teacher ratios. One classroom unit at the elementary level would be paid \$10,150 for 26 pupils, but at the junior high level would be paid the same figure for 21.7 pupils and at the senior high level would be paid the same figure for 14.4 pupils.

The mean pupil-teacher ratio for each of the school years 1967-68 to 1972-73 is illustrated in Figure III. The mean pupil-teacher ratio under the 1961 Foundation Program for the school years 1967-68 to 1969-70 for divisions was 19.83, for counties it was 18.91, for cities it was 20.28 and for the small districts it was 19.92. The mean pupil-teacher ratio under the 1970 Foundation Program for the school years 1970-71 to 1972-73 for divisions was 18.98, for counties 18.71, for cities 20.60, and for small districts 21.19. Table XXXVI gives in detail the pupil-teacher ratio for each of the thirty-four systems in the sample for the school years 1967-68 to 1972-73.

Support staff. This term applies to the 1970 Foundation Program. The grant for support staff was arrived at after considering current average salaries of well-qualified support personnel, including supervisors, guidance counsellors, librarians, instructional materials specialists and full-time principals, vice principals, and superintendents. The number of support staff allowed for each system in the sample is given

FIGURE III
PUPIL-TEACHER RATIO



^aProjected.

TABLE XXXVI

PUPIL-TEACHER RATIO, 1967-68 TO 1972-73

School System	1967-68	1968-69	1969-70	1970-71	1971-72 ^a	1972-73 ^a
Divisions						
Acadia	18.54	20.09	19.04	18.88	18.70	18.87
Yellowhead	19.76	20.36	21.00	20.21	20.42	20.58
Sullivan Lake	18.53	18.33	16.05	16.00	15.79	16.50
Starland	20.50	20.56	19.73	18.95	19.08	19.36
Peace River	20.52	21.06	19.56	20.17	20.12	20.15
Wainwright	18.94	19.82	17.80	17.45	17.45	17.44
Provost	19.79	20.64	20.11	19.94	19.87	19.80
Lac La Biche	18.13	20.96	19.83	20.39	20.23	20.14
Fort Vermilion	18.65	20.06	19.86	20.01	19.92	20.04
Cardston	23.44	23.55	19.71	17.68	17.74	17.69
Counties						
Lacombe	17.95	19.20	18.71	18.88	18.89	18.88
Red Deer	17.98	18.33	18.45	18.68	18.74	18.70
Minburn	17.64	18.63	18.20	16.94	17.00	16.99
Ponoka	18.74	18.96	16.98	17.22	17.23	17.27
Grande Prairie	18.89	19.72	18.48	18.50	18.40	18.45
Mountain View	19.83	20.38	20.92	20.67	20.71	20.70
Lethbridge	19.72	19.60	19.28	19.15	19.14	19.22
Smoky Lake	17.93	18.73	18.55	18.34	18.30	18.20
Newell	18.75	19.15	17.65	18.59	18.58	18.49
Thorhild	19.00	21.08	20.14	20.21	20.26	20.32
Cities						
Edmonton	20.53	20.74	19.92	19.99	20.00	20.00
Grande Prairie	18.24	20.36	20.08	20.01	20.17	20.23
Lethbridge	20.88	21.46	20.55	20.81	20.86	20.87
Wetaskiwin C.S.	19.60	19.20	20.20	21.40	22.00	21.90
Edmonton C.S.	20.93	21.21	20.37	20.29	20.28	20.29
Districts						
Bonnyville	16.04	19.04	17.27	16.75	16.66	16.72
Hanna	19.73	20.17	20.06	19.69	19.63	19.52
Banff	22.59	22.16	21.50	21.58	21.45	21.32
St. Martin's C.S.	18.07	18.61	20.07	20.30	20.53	20.46
Grimshaw C.S.	18.61	17.21	19.75	17.75	17.58	17.66
Bow Island C.S.	19.33	19.77	19.23	18.84	18.92	18.61
Whitecourt C.S.	14.83	22.40	16.50	19.33	19.33	19.00
Nampa C.S.	16.80	28.00	30.00	29.50	29.50	29.25
Grovedale	15.00	21.25	24.00	27.00	27.50	28.00

^aProjected.

in Tables XXXVII to XXXIX. The formula used for arriving at this number is given in Appendix A. Changes in the number of support staff from the actual figures for the school year 1970-71 to the projected figures for 1971-72 and 1972-73 appear to be minimal.

Classrooms

This section dealt with (1) the number of classrooms for the school years 1967-68 to 1970-71 and the projected number of classrooms for 1971-72 and 1972-73 in an attempt to show increases or decreases in the number as determined by each board of the thirty-four systems, and (2) the number of classrooms allowed each system for grant purposes under the 1970 Foundation Program.

Classrooms in operation. Pupil population in divisions, counties and districts for the six school years 1967-68 to 1972-73 remained almost constant but where changes were noted they were usually of a decreasing nature. This reflected the number of classrooms in operation (Table XL) for these school years.

Pupil population in the cities continued to rise at a mean rate of twelve percent for the five cities from 1967-68 to 1971-72. The number of classrooms consequently continued to rise at the mean rate of seven percent for those school years.

Eligible classroom units. The number of units eligible for grant was found by dividing the number of total eligible pupils in a system by twenty-six. The number for each of the thirty-four systems is found in Tables XXXVII to XXXIX.

Weighted classroom units. Since the average costs required to

TABLE XXXVII
CLASSROOM UNITS AND SUPPORT STAFF, 1970-71

School System	Eligible enrolment				Total CRU's				Weighted CRU's				Support staff				A2(4) 1.50 Max								
	El		Sr		Jr		Tot		El		Jr		Sr		Tot			El		Jr		Sr		Tot	
	El	Jr	Sr	Tot	El	Jr	Sr	Tot	El	Jr	Sr	Tot	El	Jr	Sr	Tot		El	Jr	Sr	Tot	El	Jr	Sr	Tot
Acadia	519	266	243	1,028	19.5	10.0	9.0	38.5	19.5	12.0	16.2	47.7	3	1	1	5									
Yellowhead	2,825	1,218	788	4,831	108.5	46.5	30.0	185	108.5	55.8	54	218.3	19	8	6	33									
Sullivan Lake	176	80	49	305	6.5	3.0	1.5	11.0	6.5	3.6	2.7	12.8													1.50
Starland	441	204	144	789	6.5	7.5	5.5	29.5	16.5	9.0	9.9	35.4	3	1	1	5									
Peace River	1,782	839	627	3,248	68.5	32.0	24.0	124.5	68.5	38.4	43.2	150.1	12	5	5	22									
Wainwright	1,096	553	523	2,172	42.0	21.0	20.0	83.0	42.0	25.2	36.0	103.2	7	3	4	14									
Provost	602	280	204	1,086	23.0	10.5	7.5	41.0	23.0	12.6	13.5	49.1	4	1	1	6									
Lac La Biche	1,311	535	316	2,162	50.0	20.5	12.0	82.5	50.0	24.6	21.6	86.2	9	3	2	14									
Fort Vermilion	1,147	553	109	1,609	44.0	13.5	4.0	61.5	44.0	16.2	7.2	67.4	8	2	-	10									
Cardston	1,242	643	579	2,464	47.5	24.5	22.0	94.0	47.5	29.4	39.6	116.5	8	4	4	16									
Lacombe	1,957	993	906	3,856	75.0	38.0	34.5	147.5	75.0	46.6	62.1	182.7	13	6	7	26									
Red Deer	2,492	1,192	726	4,410	95.5	45.5	27.5	168.5	95.5	54.6	49.5	199.6	17	8	5	30									
Minburn	1,093	605	596	2,294	42.0	23.0	22.5	87.5	42.0	27.6	40.5	110.1	7	4	4	15									
Ponoka	1,817	914	835	3,566	69.5	35.0	32.0	136.5	69.5	42.0	57.6	169.1	12	6	6	24									
Grande Prairie	1,507	833	525	2,865	57.5	32.0	20.0	109.5	57.5	38.4	36.0	131.9	10	5	4	19									
Mountain View	2,329	1,128	916	4,373	89.5	43.0	35.0	167.5	89.5	51.6	63.0	204.1	16	7	7	30									
Lethbridge	1,736	778	765	3,279	66.5	29.5	29.0	125.0	66.5	35.4	52.2	154.1	12	5	6	23									
Smoky Lake	657	398	319	1,373	25.0	15.0	12.0	52.0	25.0	18.0	21.6	64.6	4	2	2	8									
Newell	982	466	247	1,695	37.5	17.5	9.5	64.5	37.5	21.0	17.1	75.6	6	3	1	10									
Thorhild	810	445	417	1,672	31.0	17.0	16.0	64.0	31.0	20.4	28.8	80.2	5	3	3	11									
Edmonton	38,845	17,717	17,177	73,739	1,494.0	681.0	660.5	2,835.5	1,494.0	817.2	1,188.9	3,500.1	271	124	137	532									
Grande Prairie	1,412	650	790	2,852	54.0	25.0	30.0	109.0	54.0	30.0	54.0	138.0	9	4	6	19									
Lethbridge	3,772	1,930	1,759	7,461	145.0	74.0	67.5	286.5	145.0	88.8	121.5	355.3	26	13	14	53									
Wetaskiwin C.S.	145	57	0	202	5.5	2.0	0	7.5	5.5	2.4	0	7.9													1.41
Edmonton C.S.	16,883	7,230	6,259	30,372	649.0	278.0	240.5	1,167.5	649.0	333.6	332.9	1,415.5	118	50	50	218									
Bonnyville	419	214	179	812	16.0	8.0	6.5	30.5	16.0	9.6	11.7	37.3	2	1	1	4									
Hanna	436	265	222	923	16.5	10.0	8.5	35.0	16.5	12.0	15.3	43.8	3	1	1	5									
Banff	331	166	191	688	12.5	6.0	7.0	25.5	12.5	7.2	12.6	32.3	2	1	1	4									
St. Martin's C.S.	200	61	0	261	7.5	2.0	0	9.5	7.5	2.4	0	9.9													1.50
Grimshaw C.S.	185	52	0	237	7.0	2.0	0	9.0	7.0	2.4	0	9.4													1.50
Bow Island C.S.	138	71	41	250	5.0	2.5	1.5	9.0	5.0	3.0	2.7	10.7													1.50
Whitecourt C.S.	99	0	0	99	3.5	0	0	3.5	3.5	0	0	3.5													.69
Nampa C.S.	94	26	0	120	3.5	1.0	0	4.5	3.5	1.2	0	4.7													1.50
Grovedale	87	9	0	96	3.0	-	-	3.0	3.0	-	-	3.0													.67

TABLE XXXVIII

CLASSROOM UNITS AND SUPPORT STAFF, 1971-72^a

School System	Eligible enrolment				Total CRU's				Weighted CRU's				Support staff				A2(4) 1.50 Max
	El	Jr	Sr	Tot	El	Jr	Sr	Tot	El	Jr	Sr	Tot	El	Jr	Sr	Tot	
Acadia	502	255	250	1,007	19	9.5	9.5	38	19	11.4	17.1	47.5	3	1	2	6	
Yellowhead	2,837	1,269	887	4,993	109	48.5	34	191.5	109	58.2	61.2	228.4	19	8	7	34	
Sullivan Lake	168	82	54	304	6	3	2	11	6	3.6	3.6	13.2					1.50
Starland	398	191	131	720	15	7	5	27	15	8.4	9.0	32.4	2	1	1	4	
Peace River	1,787	808	694	3,289	68.5	31	26.5	126	68.5	37.2	47.7	153.4	12	5	5	22	
Wainwright	1,059	586	519	2,164	40.5	22.5	19.5	82.5	40.5	27	35.1	102.6	7	4	4	15	
Provost	603	268	226	1,097	23	10	8.5	41.5	23	12	15.3	50.3	4	1	1	6	
Lac La Biche	1,352	545	346	2,243	52	20.5	13	85.5	52	24.6	23.4	100	9	3	2	14	
Fort Vermilion	1,193	388	100	1,681	45.5	14.5	3.5	63.5	45.5	17.4	6.3	69.2	8	2	0	10	
Cardston	1,165	628	557	2,370	44.5	24	21	89.5	44.5	28.8	37.8	111.1	8	4	4	16	
Lacombe	1,960	976	917	3,853	75	37.5	35	147.5	75	45	63	183	13	6	6	26	
Red Deer	2,440	1,256	751	4,447	93.5	48	28.5	170	93.5	57.6	51.3	202.4	17	8	6	31	
Minburn	1,074	638	610	2,322	41	24.5	23	88.5	41	29.4	41.4	111.8	7	4	4	15	
Ponoka	1,775	931	895	3,601	68	35.5	34	137.5	68	42.6	61.2	171.8	12	6	7	25	
Grande Prairie	1,481	769	525	2,775	56.5	29.5	20	106	56.5	35.4	36	125.9	10	5	4	29	
Mountain View	2,272	1,131	938	4,341	87	43.5	36	166.5	87	52.2	64.8	204	15	7	7	24	
Lethbridge	1,672	810	774	3,256	64	31	29.5	124.5	64	37.2	53.1	154.3	11	5	6	22	
Smoky Lake	637	378	324	1,339	24.5	14.5	12	51	24.5	17.4	21.6	63.5	4	2	2	8	
Newell	943	464	248	1,655	36	17.5	9.5	63	36	21	17.1	74.1	6	3	1	10	
Thorhild	809	435	434	1,678	31	16.5	16.5	64	31	19.8	29.7	80.7	5	3	3	11	
Edmonton	39,561	18,362	18,018	75,941	1,521.5	706	693	2,920.5	1,521.5	847.2	1,247.4	3,616.1	276	128	144	548	
Grande Prairie	1,423	666	899	2,982	54.5	25.5	34.5	114.5	54.5	30.6	62.1	147.2	9	4	7	20	
Lethbridge	3,860	1,946	1,895	7,701	148	74.5	72.5	295	148	89.4	130.5	367.9	27	13	15	55	
Wetaskiwin C.S.	154	60	0	214	5.5	2	0	7.5	5.5	2.4	0	7.9					1.5
Edmonton C.S.	16,817	7,525	6,493	30,835	646.5	289	249.5	1,185	646.5	346.8	449.1	1,442.4	117	52	51	220	
Bonnyville	442	209	170	821	17	8	6.5	31.5	17	9.6	11.7	38.3	3	1	1	5	
Hanna	419	258	229	906	16	9.5	8.5	34	16	11.4	15.3	42.7	2	1	1	4	
Banff	307	177	185	669	11.5	6.5	7	25	11.5	7.8	12.6	31.9	2	1	1	4	
St. Martin's C.S.	199	45	0	264	7.5	1.5	0	9	7.5	1.8	0	9.3					1.50
Grimshaw C.S.	157	56	0	213	6	2	0	8	6	2.4	0	8.4					1.50
Bow Island C.S.	129	67	49	245	4.5	2.5	1.5	8.5	4.5	3	2.7	10.2					1.50
Whitecourt C.S.	116	0	0	116	4	0	0	4	4		0	4					.81
Nampa C.S.	89	29	0	118	3	1	0	4	3	1.2	0	4.2					.82
Grovedale	88	20	0	108	3	.5	0	3.5	3	.6	0	3.6					.76

^aProjected--September 1970 enrolment.

TABLE XXXIX

CLASSROOM UNITS AND SUPPORT STAFF, 1972-73^a

School System	Eligible enrolment					Total CRU's					Weighted CRU's					Support staff					A2(4) 1.50 Max
	El		Jr		Sr	Tot		El	Jr	Sr	Tot		El	Jr	Sr	Tot					
Acadia	500		250		260	1,010		19		9	38		19		10.8	18	47.8	3	1	2	6
Yellowhead	2,845		1,280		900	5,025		109		49	192.5		109		58.8	62.1	229.9	19	8	7	34
Sullivan Lake	160		82		58	300		6		3	11		6		3.6	3.6	13.2				
Starland	390		185		131	706		15		7	27		15		8.4	9.0	32.4	2	1	1	4
Peace River	1,792		808		700	3,300		68.5		31	126		68.5		37.2	47.7	153.4	12	5	5	22
Wainwright	1,049		600		515	2,164		40		23	82.5		40		27.6	35.1	102.7	7	4	4	15
Provost	603		260		230	1,093		23		10	41.5		23		12	15.3	50.3	4	1	1	6
Lac La Biche	1,366		550		350	2,266		52.5		21	86.5		52.5		25.2	23.4	101.1	9	3	2	14
Fort Vermilion	1,200		396		98	1,694		46		15	64.5		46		18	6.3	70.3	8	2	0	10
Cardston	1,170		628		580	2,378		45		24	91		45		28.8	39.6	113.4	8	4	4	16
Lacombe	1,962		970		923	3,855		75		37	147.5		75		44.4	63.9	183.3	13	6	7	26
Red Deer	2,430		1,272		760	4,462		93		48.5	170.5		93		58.2	52.2	203.4	17	8	6	31
Minburn	1,070		646		614	2,330		41		24.5	89		41		29.4	42.3	112.7	7	4	4	15
Ponoka	1,765		941		913	3,619		67.5		36	138.5		67.5		43.2	63	173.7	12	6	7	25
Grande Prairie	1,475		760		525	2,760		56.5		29	105.5		56.5		34.8	3.6	94.9	10	5	4	19
Mountain View	2,270		1,133		948	4,351		87		43.5	166.5		87		52.2	64.8	204	15	7	7	29
Lethbridge	1,670		820		784	3,274		64		31.5	125.5		64		37.8	54	155.8	11	5	6	22
Smoky Lake	630		376		330	1,336		24		14	50.5		24		16.8	22.5	63.3	4	2	2	8
Newell	940		464		250	1,654		36		17.5	63		36		21	17.1	74.1	6	3	2	11
Thorhild	807		431		444	1,682		31		16.5	64.5		31		19.8	30.6	81.4	5	3	3	11
Edmonton	40,161		18,900		18,800	77,861		1,544.5		726.5	2,994		1,544.5		871.8	1,301.4	3,717.7	281	132	131	563
Grande Prairie	1,440		667		960	3,067		55		25.5	97		55		30.6	65.7	151.3	10	4	7	21
Lethbridge	3,900		1,956		1,990	7,846		150		75	301.5		150		90	137.7	377.7	27	13	15	55
Wetaskiwin C.S.	156		64		0	220		6		2	8		6		2.4	0	8.4				
Edmonton C.S.	16,750		7,700		6,590	31,040		644		296	1,193		644		355.2	455.4	1,454.6	117	54	52	223
Bonnyville	457		208		168	833		17.5		8	31.5		17.5		9.6	10.8	37.9	3	1	1	5
Hanna	415		256		232	903		15.5		9.5	33.5		15.5		11.4	15.3	42.2	2	1	1	4
Banff	305		180		180	665		11.5		6.5	24.5		11.5		7.8	11.7	30.2	2	1	1	4
St. Martin's C.S.	200		67		0	267		7.5		2.5	10		7.5		3	0	8.8				
Grimshaw C.S.	155		56		0	211		5.5		2	7.5		5.5		2.4	0	7.9				
Bow Island C.S.	127		67		52	246		4.5		2.5	9		4.5		3	3.6	11.1				
Whitecourt C.S.	116		0		0	116		4		0	4		4		0	0	4				
Nampa C.S.	88		30		0	118		3		1	4		3		1.2	0	4.2				
Grovedale	88		22		0	110		3		.5	3.5		3		.6	0	3.6				

^aProjected--September 1971 enrolment.

CLASSROOMS IN OPERATION, 1967-68 TO 1972-73

School System	1967-68	1968-69	1969-70	1970-71	1971-72 ^a	1972-73 ^a
Divisions						
Acadia	49	48	50	49	48	48
Yellowhead	180	181	185	190	192	197
Sullivan Lake	18	16	16	16	15	15
Starland	39	37	36	35	36	35
Peace River	135	136	137	138	139	140
Wainwright	90	88	92	92	92	93
Provost	43	47	47	47	46	46
Lac La Biche	88	89	90	92	93	93
Fort Vermilion	64	66	68	70	71	72
Cardston	104	109	108	108	108	108
Counties						
Lacombe	155	157	157	157	157	156
Red Deer	176	183	186	187	188	188
Minburn	101	98	106	107	108	108
Ponoka	153	156	160	161	162	162
Grande Prairie	116	116	117	114	114	114
Mountain View	157	164	161	160	161	160
Lethbridge	131	131	141	140	141	141
Smoky Lake	65	64	63	62	61	61
Newell	80	78	77	76	76	75
Thorhild	69	70	70	70	71	71
Cities						
Edmonton	2,477	2,631	2,674	2,721	2,781	2,850
Grande Prairie	101	104	108	109	110	113
Lethbridge	265	263	278	288	293	297
Wetaskiwin C.S.	9	9	9	9	9	9
Edmonton C.S.	1,039	1,111	1,185	1,205	1,227	1,242
Districts						
Bonnyville	36	36	33	33	33	34
Hanna	38	38	39	38	37	37
Banff	24	26	27	25	25	24
St. Martin's C.S.	13	12	13	13	13	13
Grimshaw C.S.	10	10	11	11	11	11
Bow Island C.S.	11	12	12	12	12	12
Whitecourt C.S.	4	4	6	6	6	6
Nampa C.S.	4	4	4	4	4	4
Grovedale	4	4	4	4	4	4

^aProjected.

support a student varied from elementary to junior high to senior high a compensatory "weighting factor" was included to make up the difference. Weighted units for elementary classrooms were found by multiplying the number of eligible classroom units by one. Weighted units for junior high classrooms were found by multiplying the number of eligible classroom units by 1.2. Weighted units for senior high classrooms were found by multiplying the number of eligible classroom units by 1.8. Results are shown in Tables XXXVII to XXXIX.

Summary of Findings

The findings of the effect of the 1970 Foundation Program on current and future educational practices, as revealed by the Department of Education records, in thirty-four school systems in Alberta were presented in this chapter. The major findings were:

1. Revenue. Total revenue for all thirty-four systems continued to rise and made considerable gains each year from 1967 to 1972 regardless of the type of Foundation Program. The mean increase of thirteen percent for the school systems under the 1970 Foundation Program, however, was considerably less than the mean increase of twenty-eight percent for the systems under the 1961 Foundation Program. It was evident that boards would have to get along with less revenue under the new 1970 Foundation Program.

A. School Foundation Program Fund. The amount of money from Foundation Funds for each board had a mean increase of fourteen percent for the thirty-four systems under the 1970 Foundation Program. The mean increase for the thirty-four systems under the 1961 Foundation Program

was sixteen percent. The 1970 Foundation Program supplied a mean of eighty-three percent of total revenue for the systems whereas the 1961 Foundation Program for 1967 to 1969 supplied a mean of eighty-one percent of total revenue.

Additional money for the 1970 Foundation Program Fund came from (a) the general revenues of the province which include revenue realized from provincial excise taxes, federal income tax collections and the sale of mineral leases, and (b) a provincial property tax which is a standard levy of thirty mills on the assessed value of property in the province. The equalized assessment for 1970 was \$3,195,558,679. The intention of increasing the money from the above two sources was to relieve the taxpayer from the increasing load of the supplementary requisition.

B. Standard supplementary requisition. The amount of the supplementary requisitions collected by the thirty-four systems from 1969 under the 1961 Foundation Program to 1970 under the 1970 Foundation Program varied from a low of zero to a high of 100 percent. Yearly increases in collections from 1967 to 1969 ranged from an average of thirty percent to 130 percent. Yearly increases now controlled by the government regulations are not expected to exceed sixteen percent and those increases will be mainly due to increased assessment.

C. Flexibility factor. Boards were allowed a certain additional requisition beyond the stipulated limits allowed to be collected by way of the standard supplementary requisition. It applied over the years 1970, 1971, 1972 and allowed an additional twenty-eight dollars per pupil

spread over those three requisition years. It was a temporary measure to assist boards in implementing the new regulations. The amounts varied from \$3,000 in a small district to over \$2,100,000 in a large city. Boards could spend the amount in one year or elect to apportion its use over two or three years.

D. Additional supplementary requisitions. Where boards felt that additional flexibility was needed for 1971 and 1972 they applied for an additional per pupil amount. In no case was the total of the standard supplementary requisition plus the flexibility factor plus the additional requisition to exceed the 1969 supplementary requisition. Fourteen of the boards in this sample of thirty-four systems were granted additional requisitions by way of order-in-council. The amounts varied from eighteen dollars per pupil to 131 dollars per pupil.

E. Special grants. Where a flexibility factor and an additional requisition were still not sufficient to meet the expenses of some boards, special grants were still paid. For 1971, twelve of the systems out of the thirty-four in this sample were given special grants ranging from \$700 to \$7,500.

F. Escalation factor. Increases in the number of classroom units and support staff due to growth in pupil population during 1971 and 1972 will be taken care of by grants. In addition to this "normal growth" increase in grants, the classroom unit basic grant and the support staff grant will each be increased by six percent for 1971 and 1972.

2. Expenditures. The mean percentage increase in total expenditures for the thirty-four systems under the 1961 Foundation Program

in the years 1967 to 1969 was twenty-nine percent. The mean percentage increase in total expenditures for the thirty-four systems under the 1970 Foundation Program in the years 1970 to 1972 was thirteen percent.

Per pupil expenditures from 1967 to 1969 for the thirty-four systems under the 1961 Foundation Program had a mean percentage increase of twenty-seven percent while for the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was twelve percent.

A. Instructional expenditures. Costs of instruction rose at a mean percentage increase of thirty-one percent for the years 1967 to 1969 for the thirty-four systems under the 1961 Foundation Program while for the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was eighteen percent.

B. Instructional aids. Expenditures for instructional aids rose at a mean percentage increase of thirty-one percent for the years 1967 to 1969 for the thirty-four systems under the 1961 Foundation Program while for the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was fourteen percent.

C. Plant operation and maintenance. The mean percentage increase in plant operation and maintenance for the thirty-four systems for the years 1967 to 1969 under the 1961 Foundation Program was twenty percent while for the years 1970 to 1972 under the 1970 Foundation Program the mean percentage increase was nine percent.

D. Conveyance and maintenance of pupils. Expenditures for conveyance and maintenance of pupils increased by a mean percentage of thirty-one percent for the years 1967 to 1969 under the 1961 Foundation

Program. The mean percentage increase for the years 1970 to 1972 under the 1970 Foundation Program was five percent.

The 1970 Foundation Program still paid almost all the transportation bill in rural areas which was an encouragement to centralize school facilities and thus eliminate the small school. Assuming the centralized school gave a superior quality of instruction the attempt was still being made to achieve educational equality in the province.

3. Equalized assessment. The mean percentage increase in equalized assessment for the years 1967 to 1972 for the thirty-four systems was twenty-nine percent.

A. Per pupil assessment. The mean percentage increase in per pupil assessment for the years 1967 to 1972 for the thirty-four systems was twenty-two percent.

B. Per teacher assessment. The mean percentage increase in per teacher assessment for the years 1967 to 1972 for the thirty-four systems was twenty-seven percent.

4. School personnel. The number of pupils in the twenty-nine divisions, counties and small districts for the years 1967-68 to 1972-73 declined slightly. The effect was to reduce the number of teachers correspondingly. The number of pupils and teachers in four of the five cities for the years 1967-68 to 1972-73 increased a moderate amount.

A. Pupil enrolment. The mean percentage increase for counties, divisions and small districts for the years 1967-68 to 1972-73 for the twenty-nine systems was 0.01 percent. The mean percentage increase in

pupils for the five cities for the years 1967-68 to 1972-73 was twelve percent. Enrolment obviously was not a factor in adding to the costs of education in counties, divisions and small districts. The cost per pupil increased each year so this was the factor in increased expenditures. In cities where both enrolment and costs per pupil increased each year the boards were hard pressed to meet the demands for more money.

B. Teaching staff. The mean percentage decrease in numbers of teachers for the twenty-nine divisions, counties and small districts for the years 1967-68 to 1972-73 was four percent. The mean percentage increase in numbers of teachers for the five cities for the years 1967-68 to 1972-73 was fifteen percent.

C. Pupil-teacher ratio. The new formula for the classroom unit outlined in the 1970 Foundation Program allowed school systems complete flexibility in how it grouped pupils and used instructional personnel. It was expected that the pupil-teacher ratio would increase but the data do not support this contention, in fact there has been a slight decrease in counties and divisions.

The mean pupil-teacher ratio for the thirty-four systems for the years 1967-68 to 1972-73 was 19.81. The highest ratio was noted in the year 1968-69 but a general decrease is evident for each year up to 1972-73 for counties and divisions. Small school districts and cities had a slight increase in ratio after 1968-69.

D. Support staff (1970-1972). The numbers of support staff under the 1970 Foundation Program in counties, divisions and small districts

changed only slightly from 1970-71 to 1972-73 but rose considerably in cities where the pupil population increased.

5. Classrooms. The number of classrooms in operation for divisions, counties and small districts increased only a slight amount for the years 1967-68 to 1972-73. Cities for the same period had a considerable increase in the number of classrooms as might have been expected from the increase in numbers of pupils previously mentioned.

Eligible classroom units based on the formula in the 1970 Foundation Program plus the weighted classroom units calculated by applying a weighting factor in the same regulations now determined the amount of grant paid to school systems. Provision was made for increased grants where there was a pupil population increase.

CHAPTER VI

CONCLUSIONS, EVALUATION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

INTRODUCTION

The purpose of this chapter was to present: first, an examination of the summaries of the findings reported in the previous chapter and the specific implications and conclusions of these findings; second, a review of the operation of the 1970 Foundation Program in terms of a number of major objectives; third, general recommendations; and fourth, suggestions for further research.

I. CONCLUSIONS

The Questionnaire

There was little disagreement between superintendents and secretary-treasurers in their views of the effects of the 1970 Foundation Program on the operation of their school systems. They agreed that:

1. There was little change in hiring practices because of the 1970 Foundation Program. Most systems did not reduce the number of teachers or support staff nor did they anticipate having to bring about reductions in the future.
2. The majority of systems did not cancel plans for pre-employment, special education and kindergarten classes nor did they anticipate having to reduce the number of these classes in the

future because of the 1970 Foundation Program.

3. There was no need to reduce the number of teachers granted sabbatical leave for 1970-71 nor was there any apparent need to reduce the number in the future because of the 1970 Foundation Program.
4. The majority of systems reduced the number of teacher-training bursaries for 1970-71 but claimed that the plentiful supply of teachers was the main cause not the Foundation Program. Most of the systems intended cancelling their teacher-training bursary program in the future.
5. Most systems had no intention of replacing full-time or part-time librarians with teacher-aides either in 1970-71 or in the future.
6. Non-resident fees for most systems were not raised in 1970-71 nor had they any intention of raising them for 1971-72 or 1972-73.
7. Most systems felt that the six percent inflation factor applied to CRU's and support staff was not sufficient to cover rising costs of education.
8. Smaller districts felt they were not being treated fairly and equitably by applying the weighting factor to eligible classroom units especially where high school enrolment was low or non-existent.
9. A large majority of the respondents felt their systems would not have to seek additional funds by way of plebiscite in 1971 or 1972 but that if this was necessary felt that the reaction of electors to a plebiscite would not be favorable.

Department of Education Records

One of the general tasks of this study was to conduct an analysis of the financial operations of the thirty-four school systems in the sample for the years 1967 to 1972. A comparison was made of the operation of the systems under the 1961 Foundation Program for the years 1967 to 1969 with the 1970 Foundation Program for the years 1970 to 1972. The specific task was to examine the effects of the 1970 Foundation Program on the financial operations of the thirty-four systems for 1970-71 and 1972-73. Data sources were the Department of Education records.

Equalized assessment. The assessed value of property increased steadily over the years 1970 to 1972 thus increasing the amount of money that goes into the Foundation Fund from a standard levy of thirty mills. The mean percentage increase for the thirty-four systems was fourteen percent for the years 1970 to 1972. The increasing ability to pay was reflected in the mean percentage increase in the per teacher assessment of twenty-seven percent for the years 1970 to 1972. The mean percentage increase for the per pupil assessment for the years 1970 to 1972 was twenty-two percent.

Increasing assessments under the 1961 Foundation Program meant that boards would receive more money by way of supplementary requisition for each mill levied. Regulations limiting supplementary requisitions to the 1969 level under the 1970 Foundation Program, however, meant that boards were not able to take advantage of increased assessments as they could before the new program was introduced. This plan helped ensure that the tax payer was given some relief from the tax burden on property.

Revenue. Total revenue continued to increase for all thirty-four systems from 1970 to 1972 under the 1970 Foundation Program. The mean percentage increase of thirteen percent for 1970 to 1972 was not, however, as great as the mean percentage increase of twenty-eight percent for 1967 to 1969 under the 1961 Foundation Program.

A mean percentage increase in School Foundation Program Funds of fourteen percent for 1970 to 1972 under the 1970 Foundation Program was considerably less than the mean percentage increase for 1967 to 1969 under the 1961 Foundation Program. Restraints were understandable since increases in the classroom unit and support staff grants in 1971 and 1972 were held to a six percent limit. The six percent increases would be in addition to the extra grants a system might claim through growth of its pupil population. The proportion of total revenue derived from the Foundation Program increased only slightly under the 1970 Foundation Program compared to the proportion from the 1961 Foundation Program. The mean percentage of total revenue of the Foundation Funds under the 1970 Foundation Program for 1970 to 1972 for the thirty-four systems was eighty-three percent while the mean percentage of total revenue of the Foundation Funds under the 1961 Foundation Program for 1967 to 1969 was eighty percent.

The "freezing" of supplementary requisitions at the 1969 level has had a distinct effect on financing under the 1970 Foundation Program. Boards may not requisition beyond the amount of the 1969 requisition without facing a plebiscite. Increased school costs now must be met by the amount allowed within the framework of the Foundation Program and the Regulations Limiting Requisitions. A mean percentage increase in supplementary requisitions for 1967 to 1969 under the 1961 Foundation

Program for the thirty-four systems was 132 percent while the mean percentage increase for 1970 to 1972 under the 1970 Foundation Program was a very modest one percent. The proportion of total revenue derived from supplementary requisitions decreased slightly under the 1970 Foundation Program compared to the proportion from the 1961 Foundation Program. The mean percentage of total revenue of the supplementary requisition under the 1970 Foundation Program for 1970 to 1972 for the thirty-four systems was nine percent while the mean percentage of total revenue of the supplementary requisition under the 1961 Foundation Program for 1967 to 1969 was eleven percent.

The temporary flexibility factor of twenty-eight dollars per pupil allowed to be requisitioned beyond the stipulated limits did not prove enough for some boards to implement the 1970 regulations. Boards realized in 1970 that unless an additional flexibility factor was allowed by order-in-council they would be faced with possible deficits in 1971 and 1972. Fourteen boards out of the sample of thirty-four systems applied for this additional flexibility factor and were granted amounts ranging from eighteen dollars per pupil to 131 dollars per pupil. The total supplementary requisition was not allowed to exceed the 1969 supplementary requisition. Total amount consisted of the local supplementary requisition plus the flexibility factor of twenty-eight dollars per pupil plus any additional flexibility factor.

Boards who still find themselves short of revenue have applied to the Minister for a special grant. This has been called a special allowance and is granted to those systems with less than 1,000 students. In the sample of thirty-four systems in this study twelve such systems

qualify. These twelve systems were each assigned a rank number which was multiplied by the total enrolment times seventy cents to determine the allowance. The lower the enrolment, the higher the rank number and allowance. Amounts varied from \$634 to \$6,411.

Expenditure. There has been considerable restraint in spending under the 1970 Foundation Program. The mean percentage increase for 1970 to 1972 for the thirty-four systems under the 1970 Foundation Program was thirteen percent while the mean percentage increase for 1967 to 1969 under the 1961 Foundation Program was twenty-nine percent. These figures are borne out upon examination of the per pupil expenditures. The mean percentage increase in per pupil expenditures for 1967 to 1969 under the 1961 Foundation Program for the thirty-four systems was twenty-seven percent while the mean percentage increase for 1970 to 1972 under the 1970 Foundation Program was only twelve percent.

Instruction expenditures continued to increase under the 1970 Foundation Program at the usual rate of approximately eight percent per year. There appeared little likelihood that these expenditures would decrease unless the teaching staff was reduced or the salaries were either frozen at the present level or were reduced. Superintendents and secretary-treasurers responding to a question concerning staff in the questionnaire stated that they did not anticipate reducing the number of teachers. It is extremely unlikely that the salaries will be either frozen at their present levels or reduced.

The 1970 Foundation Program appeared to have little effect on spending for either instructional aids or plant operation and maintenance. Budget figures submitted for 1972 and 1973 showed an average annual

increase of five percent for instructional aids and four percent for plant operation and maintenance for the thirty-four systems.

The expenditures for conveyance and maintenance of pupils were affected by new transportation regulations for 1971 and 1972. Under the new formula announced on March 30, 1971, the number of pupils is no longer the dominant factor in calculating support. Under the new regulations the approved costs for 1968, 1969 and 1970 are totalled, then an average is found for the three years. This amount was compared to the 1969 approved costs and the amount the board was entitled to in 1970. For 1971 the board received the largest figure for the three amounts. Some restraint was suggested but under these regulations no board will receive less than in 1970.

Teaching staff and pupils. The 1970 Foundation Program had little effect on either the number of teachers or the pupil-teacher ratio. Only thirty-seven percent of the boards in the sample of thirty-four systems indicated that they would attempt to reduce the number of teachers. The pupil-teacher ratio for 1970-71 to 1972-73 had virtually no change over the three school years. Boards were apparently making little effort to increase the ratio.

The number of pupils is now the key factor in determining the amount of funds paid from the 1970 Foundation Program. Larger city systems derived more benefits from the regulations since they had the larger concentration of pupils in a small area. The weighting factor definitely favored those systems with large enrolments of junior and senior high pupils.

II. EVALUATION OF 1970 ALBERTA FOUNDATION PROGRAM

Major Objectives

The major objectives of the 1970 Foundation Program were examined by posing certain questions.

1. Has the Foundation Program achieved fiscal equalization?

One of the features contributing to fiscal equalization was the uniform provincial levy of thirty mills on all property assessment. A second feature that contributed to fiscal equalization was the revenue derived from a tax on industrial property, and on power and pipeline assessment. This money went to the support of education in all jurisdictions of the Province. A third feature that contributed to fiscal equalization was the amount of extra money the Government placed in the Fund from general revenues. Even jurisdictions with a low per pupil assessment enjoyed a fair measure of fiscal equalization under this feature.

2. Has the 1970 Foundation Program given relief to the tax burden on property?

The regulations limiting requisitions, while not a part of the plan, bear directly on it. A board's power to requisition locally is limited to its 1969 supplementary requisition amount, less forty-five dollars per pupil enrolled. To this reduced amount, the board may requisition an additional amount of up to twenty-eight dollars per pupil, called a flexibility factor in the years 1970, 1971 and 1972. In fourteen cases this proved to be insufficient and these systems were granted an additional requisition by an order-in-council. Relief to the taxpayer in these latter cases would be minimal.

3. Has the 1970 Foundation Program given greater freedom for local jurisdictions to establish their own priorities?

Apart from the section in the regulations limiting requisitions the 1970 Foundation Program does allow more scope for local priority decision than formerly was the case. Grants are not earmarked for specific expenditure categories which allowed boards to exercise their autonomy without as many restraints as there were under the 1961 Foundation Program.

The innovative grant was intended to encourage boards to carry out educational experiments but in this case the senior government appears to be influencing educational priorities since the Department of Education retains the right to give final approval to all projects.

The new classroom unit grant was intended to allow a school system complete flexibility in how it groups pupils and uses instructional personnel. The establishment of the ratio of 26:1 to determine the number of classroom units and the formula for determining the number of support staff contradicts this principle of complete flexibility and relieves the boards of much of their autonomy.

4. Has the 1970 Foundation Program provided for the support of an educational plan of provincial design?

Three major changes in Foundation regulations were made in 1970 that contributed to a move toward an educational plan of provincial design. They were: (1) an attempt was made to control the size of local supplementary requisitions by the regulation limiting requisitions to the 1969 amounts; (2) the amount of escalation allowed each year in basic grants was set at six percent; and (3) the adoption of the classroom unit as a basic grant is a means of defining an educational plan in that boards

could establish their priorities in spending with the "pupil-teacher ratio" as a guide.

There is still no clearly stated view of the educational plan the Government is prepared to finance. What the contribution to the Fund from provincial general revenues plus the contribution to the Fund from the thirty-mill provincial levy on equalized assessment should provide by way of educational services ought to be clarified.

5. Has the 1970 Foundation Program given the boards sufficient information to provide for long-range planning?

School boards are provided information as to the revenue they may expect over a period of three years. Changes in support are fixed and based on established procedures and regulations. The increases instead of varying from year to year as was the case under the 1961 Foundation Program now are established for each system for the three-year period.

III. GENERAL RECOMMENDATIONS

The purpose of this section was to list a number of general implications and recommendations that became evident upon an examination of the findings in this study.

1. The Government needs to continue studying the means of reducing the dependence on property tax as the major revenue source.
2. Attempts made to achieve fiscal equalization were partly successful but this should not stop the Government from studying ways and means to further help school systems in their struggle for fiscal equality.
3. Local school jurisdictions should be given more freedom to

raise money for programs not provided for in the provincial plan.

4. Inflation should not be a built-in feature of the plan if it does not reflect adequately the economic picture of the province. The six percent inflation factor does not appear to provide sufficient additional funds to meet the rising costs of education each year.
5. It is not feasible to expect all jurisdictions to live within limits set by the provincial plan. Counties and divisions as shown in the data were unable to increase their pupil-teacher ratios because of the existence of rural schools with small enrolments which were too isolated to centralize. Small centralizations do not always solve the problem since they are very costly to maintain. Average per pupil expenditures for 1969-70 in divisions was \$935, for counties \$790, for cities \$675 and for small districts \$670. Perhaps counties and divisions might well benefit from some additional supplementary requisition but without the imposition of a plebiscite. The rationality requiring frequent plebiscites to raise money for operating purposes is questionable.
6. Boards need to be more aware of the economies possible by efficient staff utilization. Instruction costs, as shown in Chapter IV, represent sixty percent of total expenditures per year. Some of the moves toward economizing might be: (a) the setting of pupil-teacher ratio for elementary classes at twenty-six pupils per teacher, for junior high classes at twenty-five pupils per teacher and for senior high classes at

twenty-one pupils per teacher, (b) the combining of grades in the elementary schools where enrolment falls below twenty pupils per teacher, (c) reduce the offering of optional subjects to junior and senior high school pupils, (d) reduce the number of support staff in central office by giving more authority to the principal, (e) use teacher-aides for non-professional clerical tasks to allow teachers to spend more time teaching classes (administrators indicated in Chapter IV that they intend replacing some librarians with teacher-aides), and (f) continue centralizing school facilities and thus eliminate the small expensive school.

IV. SUGGESTIONS FOR FURTHER RESEARCH

While fiscal equalization remains a desirable objective, it is doubtful that its achievement necessarily guarantees educational equalization. In fact, a movement towards the equalization of educational opportunity could result in incidences of fiscal inequality. This anomaly must be fully explored to study its implications.

Further research is needed on how the costs of the educational organization may be reduced without limiting the effectiveness. One such study could be undertaken on staff utilization.

How viable is the small school district? Small schools and small school systems may be inimical to the equalization of educational opportunity. Special grants had to be given in 1971 to districts with less than one thousand pupils to help them keep operating. The last redrawing of boundaries in Alberta occurred twenty years ago. Some

attempt should be made to estimate the cost (or saving) of redrawing of attendance areas or to estimate the increased educational opportunity that might result.

The Minister's Committee (1969:56) recommended that the Foundation Program should come under constant review. It suggested research studies be conducted periodically to provide further insights into the operation of the plan. It further considers that research and development towards the implementation of greater economies be undertaken since this is of great concern to the Government.

Finally, since the actual experience of operation was used to test the validity of the assumption on which the 1970 Foundation Program was based a further study needs to be done after two more years of operation on the effects of the 1970 Foundation Program on the operation of school systems in Alberta, a companion study to the one just completed. The results of this study have implications for several groups, and for several levels of organization within the teaching profession. Some of the groups that will need to continue studying financing of education in Alberta are: (1) the Government, (2) The Alberta School Trustees Association, (3) the Alberta Teachers' Association, (4) the Department of Education, (5) the Department of Educational Administration, University of Alberta, (6) the boards of all school systems in Alberta, and (7) the electorate. Perhaps some day these groups will combine their respective talents and bring about fiscal equality with equal educational opportunity.

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APPENDIX A

GOVERNMENT OF THE PROVINCE OF ALBERTA

SCHOOL FOUNDATION PROGRAM FUND
REGULATIONS

AUTHORIZED BY SUBSECTION (7) OF
SECTION 129 OF THE SCHOOL ACT, 1970

ORDER IN COUNCIL 794/70
(ALBERTA REGULATION 136/70)

DEPARTMENT OF EDUCATION
EDMONTON

(Note: These Regulations are subject to amendment from time to time
by further orders-in-council.)

APPENDIX

THE SCHOOL ACT, 1970

SCHOOL FOUNDATION PROGRAM FUND REGULATIONS

1. These regulations may be cited as The School Foundation Program Fund Regulations.
2. In these regulations
 - (a) "board" means a board of trustees of a school district or school division and includes the council of a county and the council of a city or town merged pursuant to The Municipal and School Administration Act;
 - (b) "city district" means
 - (i) a school district situated wholly or partly within the boundaries of a city, or
 - (ii) a school area designated by the Minister for the purpose of these regulations as a city district;
 - (c) "Minister" means the Minister of Education;
 - (d) "pupil" means a pupil attending a school of a board who is at least 5 years 6 months old on September 1 in the school year in which he is counted, but
 - (i) non-resident pupils whose parents reside in a school district established for the purpose of educating the children of employees of the Government of Canada,
and
 - (ii) Indian children enrolled in schools of a board that receives payment from the Government of Canada in respect of them

shall not be considered as pupils for the purpose of calculating any sum payable under the Schedule hereto;

- (e) "school area" means a school district, school division, a county or a city or town having merged administration, as the case may be.

- 3. (1) Subject to subsection (2) there shall be paid in each calendar year from The School Foundation Program Fund to each board a sum determined in accordance with the Schedule attached hereto.

- (2) With respect to

- (a) the Lloydminster public and separate school districts, and
- (b) pupils educated outside Alberta

there shall be paid such sum as in his discretion the Minister thinks fit provided that the payment is not inconsistent with the regulations.

- 4. (1) Subject to necessary adjustments made in accordance with these regulations from time to time, the total sum payable in any year to a board may be paid in four instalments payable on or about April 15, June 15, September 15 and December 15, but no instalment is payable within 30 days of the submission of any returns applicable thereto.

- (2) Where in the Schedule any rate is quoted as an annual sum, one-quarter of that sum shall be employed in calculating the entitlement of a board in respect of a quarter year.

- (3) Interim payments may be made in respect to any instalment, to apply to the total amount to which the board is entitled in a year.

5. At such times as the Minister shall determine each board shall submit to the Department of Education a claim for payment of a sum in accordance with the Schedule.
6. These regulations do not apply to boards of school districts organized to educate children of employees of the Government of Canada, but those boards shall be paid as if the School Foundation Program Fund Regulations being Alta. Reg. 106/63 as amended by Alta. Reg. 247/63 were still in effect.
7. For the purpose of these regulations, pupils residing in unorganized territory shall be considered to be resident pupils of the district, division, county or city or town with merged administration, in which they attend school.
8. The School Foundation Program Fund Regulations being Alta. Reg. 127/68 as amended is hereby rescinded.

SCHEDULE

There shall be paid to each board in 1970, 1971 and 1972 a sum to which it is entitled pursuant to the following:

PART A

Instruction

1. (1) With respect to each classroom unit in a school area (calculated pursuant to subsection (2)), the sum of \$10,150.
- (2) The number of classroom units in a school area shall be calculated as follows:
 - (a) for grades I-VI inclusive, the number of pupils enrolled in schools in the school area shall be divided by 26 and where the remainder is less than 26 but 13 or more, one half of a classroom unit shall be added to the number of classroom units calculated,
 - (b) for grades VII-IX inclusive, the number of pupils enrolled in schools in the school area shall be divided by 26 and where the remainder is less than 26 but 13 or more, one half of a classroom unit shall be added to the number of classroom units calculated and the total figure shall be multiplied by 1.2,
 - (c) for grades X-XII inclusive, the number of pupils enrolled in schools in the school area shall be divided by 26 and where the remainder is less than 26 but 13 or more one half of a classroom unit shall be added to the number of class-

room units calculated and the total figure shall be multiplied by 1.8, and

- (d) where the enrolment in a district not included in a division which employs a fulltime teacher falls below 26, the Minister may in his discretion treat the enrolment as one elementary classroom unit or a portion thereof.

(Amended by O.C. 1232/70 June 22, 1970)

2. (1) A board, in addition to section 1 is entitled to be paid an amount calculated in accordance with the number of support staff it is deemed to employ.
- (2) With respect to each support staff a board is deemed to employ, (the number of which shall be determined pursuant to subsection (3)), the sum of \$10,200.
- (3) The number of support staff for which a board is entitled to receive payment in accordance with subsection (2) shall be calculated as follows:
- (a) 7 support staff for each 1,000 pupils enrolled in grades I to VI inclusive and for the remaining pupils one support staff for every 143 pupils, or one support staff for every 143 pupils if fewer than 1,000 pupils are enrolled.
- (b) 7 support staff for each 1,000 pupils enrolled in grades VII to IX inclusive and for the remaining pupils one support staff for every 143 pupils, or one support staff for every 143 pupils if fewer than 1,000 pupils are enrolled, and
- (c) 8 support staff for each 1,000 pupils enrolled in grades X

to XII inclusive and for the remaining pupils one support staff for every 125 pupils, or one support staff for every 125 pupils if fewer than 1,000 pupils are enrolled.

(4) Where a board is entitled to payment on the basis of less than 2 support staff, it may treat all its pupils as if they were enrolled in grades I to VI and the sum thereupon payable shall be prorated but shall not exceed \$15,300.

(5) (a) Notwithstanding subsection 1, when two or more boards, with the approval of the Minister, employ on a full-time basis, a superintendent or a teacher designated to an administrative, supervisory or consultative position, they may add together all pupils enrolled in Grades X-XII and thereby qualify for a payment not to exceed \$10,200 provided:

- (i) the number enrolled is not less than 125;
- (ii) the pupils have not previously been counted for purposes of this section.

(b) Payment under this subsection shall be apportioned according to the number of pupils enrolled in Grades X-XII.

3. The pupils referred to in the Schedule shall be counted at such time or times as may be prescribed by the Minister and the number of pupils enrolled on the date or dates prescribed shall be considered to be the number of pupils enrolled for the purpose of computing the amount of entitlement under this Part for the portion of the year to which it is declared by the Minister to be applicable.

Reference:
Chief Administrative Officer
Department of Education

July 7, 1970

4. (1) In the year

- (a) 1971, the amount referred to in section 1, subsection (1) and section 2, subsection (2) of this Part in the year 1970 may be increased by an escalation factor not exceeding six per cent.
- (b) 1972, the amounts determined in clause (a) in the year 1971 may be increased by an escalation factor not exceeding six per cent.

PART B

Transport and Maintenance of Pupils

5. (1) With respect to a board other than a board of a city district there shall be paid for transport of pupils to school and home once a day a sum calculated in accordance with this section
- (a) the Department of Education shall determine for each of the three immediately preceding complete calendar years the actual expenditure by the board for the transport of pupils (excluding the cost of purchasing buses),
 - (b) the Department of Education shall determine for each of the three years referred to in clause (a) the total number of pupils transported or for whom an allowance for transportation is paid, provided however
 - (i) that each pupil transported regularly from one school to another to take classes in home economics, industrial arts or other course acceptable to the Department of Education shall be deemed to be such

fraction of a pupil as the number of return trips applicable to him weekly bears to five, and

(ii) that pupils who reside within $1\frac{1}{2}$ miles calculated in accordance with section 313 of The School Act, of the school which they attend shall not be counted, unless by reason of severe mental or physical handicap they require to be transported for a shorter distance than $1\frac{1}{2}$ miles to and from school,

- (c) for each of the years referred to in clause (a) there shall be determined the cost per pupil by dividing the expenditure as determined pursuant to clause (a) by the number of pupils determined pursuant to clause (b), and
- (d) the three figures determined pursuant to clause (c) shall be averaged to produce an average cost per pupil for the three years.

(2) The board shall be paid

- (a) on account of the current year 1970 a sum determined by multiplying the average cost per pupil as determined pursuant to subsection (1), clause (d) by the number of pupils transported, reduced by the number of non-resident pupils conveyed without written concurrence by the board legally responsible for their transportation, and
- (b) an allowance for depreciation of school buses owned and regularly operated by the board in the immediately preceding complete calendar year as follows:
- (i) the sum of \$850 for each bus having a seating capacity of 30 pupils or more,

- (ii) the sum of \$700 for each bus having a seating capacity of 29 pupils or less, and
- (iii) the same amounts as referred to in subclauses (i) and (ii) in respect to spare buses, provided that the sum shall be paid on the basis of one spare bus for each 10 buses owned and regularly operated by the board,

(Amended by O.C. 1419/70 July 28, 1970)

but the allowance for each bus shall terminate eight years after the date of manufacture of the bus.

- (3) In the event a new bus is purchased in the year immediately following its manufacture the allowance payable pursuant to subsection (2), clause (b) shall terminate 8 years after the date of its purchase but the allowance in the eighth year shall be half of the sums referred to in subsection (2), clause (a).
- (4) The written concurrence referred to in subsection (2), clause (a), shall be filed with the Department, but in special circumstances may be waived by the Minister.

*6. In addition to the sums payable under section 5, there shall be paid to each board, other than the board of a city district, 90% of its expenditures paid pursuant to regulations under subsection (1), clauses (k) and (l) of section 12, of The School Act, 1970.

- 7. (1) With respect to the board of a city district where a bus service is provided in buses operated for the purpose of transporting pupils, whether in buses owned by the board or contracted for with private or public carriers, there shall be paid the sum of

\$95 per year per pupil transported or for whom an allowance for transportation is paid.

- (2) For the purpose of calculating the number of pupils under subsection (1)
- (a) a pupil who resides within $1\frac{1}{2}$ miles of the school he attends, measured on public rights of way, and
- (b) a non-resident pupil conveyed without the written concurrence filed with the Department of Education by the board legally responsible for his transport, unless by reason of mental or physical handicap he requires to be transported for less than $1\frac{1}{2}$ miles to and from school, shall not be counted.

*Alberta Regulation #136/70 amended by Alberta Regulation #254/70.

August 6, 1970

Reference:
Chief Administrative Officer
Department of Education

(Amended by O.C. 1419/70 July 28, 1970)

- (3) The written concurrence referred to in subsection (2) may in special circumstances be waived by the Minister.
- (4) If the amount calculated under subsections (1) and (2) exceeds the actual cost of transportation then the cost of transportation shall be paid.
- (5) If the amount calculated under subsections (1) and (2) is less than the actual cost of transportation then 90% of the actual

cost, or the amount calculated under subsections (1) and (2) shall be paid, whichever is greater.

(6) The actual cost of transportation shall include, on account of buses owned by the board

(a) the sum of \$850 for each bus having a seating capacity of 30 pupils or more, and

(b) the sum of \$700 for each bus having a seating capacity of 29 or fewer

but the allowance for each bus shall terminate eight years after the date of manufacture of the bus.

8. Where in respect to a board of a city district,

(a) regularly operated public carriers are used by the board, the board shall be reimbursed to the extent of 90% its actual expenditure, and

*(b) An allowance is paid pursuant to regulations under subsection (1), clauses (k) and (1) of section 12 of The School Act, 1970, the board shall be reimbursed to the extent of 90% of its actual expenditure.

9. Notwithstanding the provisions of section 7 and section 8, clause (a) hereof if a board of a city district in 1967, 1968 or 1969 established a per pupil rate under former regulations equivalent to section 7 or section 8, clause (a) the board shall be paid for each eligible pupil the rate established in 1967, 1968, 1969 or the actual per pupil cost incurred in 1970 whichever is less.

*Alberta Regulation #136/70 amended by Alberta Regulation #254/70.

Reference:
Chief Administrative Officer
Department of Education

August 6, 1970

10. The Minister for the purpose of paying sums out of The School Foundation Program Fund may make such provisions for cases not covered by these regulations as appears to him just and equitable.

PART C

Administration

11. There shall be paid to each board in respect of the costs of administration, an amount being 3% of the sum of the total amount to which a board is entitled pursuant to Parts A and B.

PART D

Debt Retirement and Capital Expenditure

12. There shall be reimbursed to each board in respect of each year its expenditures during that year for the retirement of debentures and short term capital loans, both principal and interest, but only if the facility is not used for some other purpose, without approval, than that for which the debenture or loan was issued, as follows:

(a) with respect to debentures

- (i) debentures recognized for reimbursement pursuant to the School Foundation Program Fund Regulations, being Alta. Regs. 132/61, 227/62 and 106/63 as if those regulations were now in effect, and

- (ii) further debentures applicable to projects insofar as approval is given by the School Buildings Board,

- (b) with respect to short term capital loans approved by the Minister pursuant to section 233 of The School Act
- (i) loans recognized for reimbursement pursuant to the School Foundation Program Fund Regulations being Alta. Regs. 132/61, 227/62 and 106/63 as if those regulations were now in effect, and
- (ii) further loans applicable to projects insofar as approval is given by the School Buildings Board, but in any year a board shall be entitled to receive reimbursement only in respect of the annual instalment of principal due in that year together with the interest payable in that year,
- and
- (c) where a project has been approved pursuant to section 8, subsection (3) of Part III of the School Building Regulations being Alta. Reg. 199/68 a board may be reimbursed from the School Foundation Program Fund for an approved expenditure out of current revenue.

APPENDIX B

GOVERNMENT OF THE PROVINCE OF ALBERTA

REGULATIONS LIMITING REQUISITIONS

AUTHORIZED BY SECTION 119 OF THE SCHOOL ACT, 1970

ORDER IN COUNCIL 835/70
(ALBERTA REGULATION 143/70)

DEPARTMENT OF EDUCATION
EDMONTON

(Note: These Regulations are subject to amendment from time to time by further orders-in-council.)

APPENDIX

THE SCHOOL ACT, 1970

REGULATIONS LIMITING REQUISITIONS

1. These regulations may be cited as The Requisition Regulations.
2. In these regulations
 - (a) "board" means a board of trustees of a school district or school division and includes the council of a county and the council of a city or town merged pursuant to The Municipal and School Administration Act;
 - (b) "requisition reduction" means
 - (i) that amount calculated by multiplying the enrolment of pupils in schools of a board by the sum of \$45, or
 - (ii) the total of the 1969 requisition of a board whichever is less;
 - (iii) "Minister" means the Minister of Education.
3. (1) Subject to section 5 and subsection (2) of this section a requisition by a board to a municipality shall not exceed the total of the 1969 requisition of the board less a requisition reduction.
 - (2) During the years 1970, 1971 and 1972 the board may requisition an amount in addition to the 1969 requisition less a requisition reduction, but the total additional requisition (called a flexibility factor) in those years added together shall not exceed an amount calculated by multiplying the number of pupils enrolled in the schools of the board by \$28, unless permitted by order of the Lieutenant Governor in Council.

4. (1) Notwithstanding section 3, a board may instead of requisitioning a figure calculated in accordance with section 3 establish for 1970, 1971 and 1972 a requisition rate, by dividing the requisition calculated under section 3, subsection (1) by the 1969 equalized assessment of the municipality in which the board operates.
- (2) Subject to section 5 in 1970, 1971 and 1972 the requisition of a board under this section shall not exceed an amount calculated by multiplying the requisition rate determined under subsection (1) by the equalized assessment of the municipality in which the board operates in effect in 1970 or 1971 or 1972, as the case may be.
- (3) During the years 1970, 1971 and 1972 the board may requisition an amount in addition to the requisition rate established under this section but the total additional requisition (called a flexibility factor) in those years added together shall not exceed an amount calculated by multiplying the number of pupils enrolled in schools of the board by \$28 unless permitted by order of the Lieutenant Governor in Council.
5. (1) A board may exceed the limit of a requisition established under these regulations by submitting the amount which exceeds the requisition for the approval of electors at a plebiscite.
- (2) The plebiscite shall be held in accordance with The School Election Act.
- (3) Where the electors who vote approve the excess requisition the board may thereupon requisition the municipality in the same

manner that it does for a requisition within the limit set by these regulations.

(4) A requisition approved by a plebiscite shall be presented to the municipality prior to July 1, 1970 but prior to April 1st, in subsequent years.

(5) The plebiscite may provide for excess requisitions for more than one year from the date of these regulations to December 31, 1972.

6. Pupils are to be counted on September 30, 1969 for the purpose of determining the enrolment of pupils in schools of a board or on such other date as the Minister may determine.

APPENDIX C

EFFECTS OF THE 1970 SCHOOL FOUNDATION PROGRAM ON THE OPERATION OF ALBERTA SCHOOL SYSTEMS

Questionnaire to Superintendents and Secretary-Treasurers

Introduction to the Questionnaire

The questionnaire is intended to test your reaction to the 1970 School Foundation Program herein referred to as the 1970 (SFPPF). This document is a part of a financial study of the new 1970 Foundation Program and its implications for education in the school systems of Alberta.

Please answer questions one to twenty-two with a check mark in either the YES or NO column. Question twenty-three, in all four parts, is to be answered with figures. If the questions have no relevance for your system, leave spaces blank. Remember, your responses will be treated as confidential and only the consolidated findings will be reported.

(Answer with a check mark (✓))

	Yes	No
1. Did the 1970 (SFPPF) require your system to reduce the number of teachers for 1970-71?		
2. Do you anticipate that the 1970 (SFPPF) will require your system to reduce the number of teachers for 1971-72?		
3. Did the 1970 (SFPPF) require your system to reduce the number of support staff for 1970-71?		
4. Do you anticipate that the 1970 (SFPPF) will require your system to reduce the number of support staff for 1971-72?		
5. Did the 1970 (SFPPF) require your system to reduce the number of pre-employment classes for 1970-71?		
6. Do you anticipate that the 1970 (SFPPF) will require your system to reduce the number of pre-employment classes in 1971-72?		

(Answer with a check mark (✓))

Yes No

- | | Yes | No |
|---|-----|----|
| 7. Did the 1970 (SFPP) require your system to reduce the number of special-education classes for 1970-71? | | |
| 8. Do you anticipate that the 1970 (SFPP) will require your system to reduce the number of special-education classes for 1971-72? | | |
| 9. Did the 1970 (SFPP) require your system to reduce the number of teachers granted sabbatical leave in 1970-71? | | |
| 10. Do you anticipate that the 1970 (SFPP) will require your system to reduce the number of teachers granted sabbatical leave in 1971-72? | | |
| 11. Did the 1970 (SFPP) require your system to postpone plans for kindergarten classes in 1970-71? | | |
| 12. Did your system reduce the number of teacher-training bursaries awarded for 1970-71? | | |
| 13. Does your system anticipate cancelling the teacher-training bursary program for 1971-72? | | |
| 14. Does your system intend replacing any full-time librarians with teacher aides in 1971-72? | | |
| 15. Does your system intend replacing any part-time librarians with teacher aides in 1971-72? | | |
| 16. Did your system raise its non-resident fees for 1970-71? | | |
| 17. Does your system anticipate having to raise its non-resident fees for 1971-72? | | |
| 18. Does your system agree that the six percent inflation factor each year is sufficient to cover the rising cost of living? | | |
| 19. Does your system agree that the weighting made in the amount of support allocated to the classroom units (CRU's) is fair and equitable?
(Elementary - 1; Junior High - 1.20; and Senior High - 1.80) | | |

(Answer with a check mark (✓))

	Yes	No
20. Does your system anticipate, in the budget year 1971, having to seek the approval of the electors at a plebiscite for an amount in excess of the limits set on your total additional requisition (flexibility factor)?		
21. Does your system anticipate, in the budget year 1972, having to seek the approval of the electors at a plebiscite for an amount in excess of the limits set on your total additional requisition (flexibility factor)?		
22. Does your system think the reaction of your electors would be favorable if an amount of five percent in excess of the limits set on your total additional requisition was submitted at a plebiscite?		
23. In your opinion, what should be the answers to the following statements:		
(a) The inflation factor required in your system to take care of the rising cost of living.		_____ %
(b) The weighting allocated to the CRU's of different levels in your system.		Elem. _____ Jr. High _____ Sr. High _____
(c) The number of classroom units now calculated on the basis of 26 pupils per teacher would be more equitable if it was calculated using this number.		_____ pupils
(d) The amount of \$10,200 allowed for each support staff a board is deemed to employ, would be more reasonable and equitable at this figure.		\$ _____

Thank you for your assistance and cooperation. If you would appreciate receiving a summary of this survey, please check on this line _____.

Yours very truly,

H. Allen Pike.

APPENDIX D

Suite 1604, Oliver Place,
10130 - 117 Street,
Edmonton, Alberta.

January 15, 1971.

Dear Sir:

For the thesis requirement of my graduate program at the Department of Educational Administration, University of Alberta, I am attempting to study the effects of the 1970 School Foundation Program on a sample of selected school systems in Alberta. Your school system is one of these and I would appreciate your cooperation in answering the enclosed questionnaire.

The study will be conducted by sending this short questionnaire to thirty-four selected counties, divisions and school districts in Alberta. The questionnaire is a part of a larger study of budget practices and expenditures being conducted with the approval of the Department of Educational Administration at the University of Alberta in Edmonton.

Approval to conduct this study has been received from Dr. R. E. Rees, Associate Deputy Minister of Education. A letter confirming that approval is enclosed with this questionnaire.

The data to be analyzed will be obtained from the responses of superintendents and secretary-treasurers to the twenty-three items in the questionnaire. The replies by individuals are deemed confidential and under no circumstances will they be available to anyone other than myself. In completed form the data will be summation of responses with no individuals or school districts mentioned.

Thank you for giving time and thought to this request. Please mail the completed questionnaire to me at your earliest convenience using the enclosed, stamped envelope.

Yours sincerely,

H. Allen Pike.

TO WHOM IT MAY CONCERN:

Mr. H. A. Pike, presently on leave from his position as superintendent of the Medicine Hat School Division, is undertaking research on the 1970 School Foundation Program Fund and its effects on education in Alberta. He is using certain systems as experimental centres for exploring the many areas of budgets and financial statements.

This letter is directed to Superintendents and Secretary-Treasurers of those school systems in which Mr. Pike is particularly interested. Your jurisdiction is one of these and I would appreciate very much any cooperation that you might be able to give him.

Yours sincerely,

Dr. R. E. Rees,
Associate Deputy Minister
of Education.

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